Lind-Ritzville Cooperative Schools
Regular Board Meeting
October 26, 2026 - 6:30 PM - LRHS Collaboration Room

Flag Salute

RITZVILLE

1. Call to Order and Establish a Quorum
    a. Action to Excuse Absent Members
2. Approval of Agenda

LIND

1. Call to Order and Establish a Quorum
    a. Action to Excuse Absent Members
2. Approval of Agenda

JOINT DISCUSSIONS & PRESENTATIONS

3. Public Comment
4. Student Representative Reports
5. Principal Report
6. Superintendent Updates
    a. Discussion - Travel Allocation for National Competition
    b. WSSDA Conference
    c. Board Workshop Dates
    d. Healthcare Career Class
    e. Hagan Foundation Grant Application
    f. December Board Meeting Discussion
7. Finance
8. Policy Updates - WSSDA Review
    a. First Reading Policy 1400 Meeting Conduct, Order of Business and Quorum (update) & Procedure 1400P (update)
    b. First Reading Policy 2024 Online Learning (update) & Procedure 2024P (new)
    c. Procedure 2162P Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 (new)
    d. Procedure 2195P Academic Acceleration (update)
    e. Procedure 2410P High School Graduation Requirements (update)
9. Board Director Reports
10. **Joint Consent Agenda (Lind & Ritzville)**

    a. Approval of September 28, 2026 Regular Board Meeting Minutes

    b. Approval of Resolution 2026-27-11 MRSC Small Works Roster

    c. Personnel Actions

    - New Hire - MS Head Baseball Coach - Tyson Kimble

- Transfer - Walter Crow from MS Assistant Wrestling Coach to MS Head Coach
- Transfer - Keith Johnson from MS Head Wrestling Coach to MS Assistant Coach

d. Preauthorization to Purchase a Motor Vehicle - not to exceed $20,000

11. **Consent Agenda (Ritzville Only)**

a. General Fund Accounts Payable - $127,320.18

b. Transportation Cooperative Accounts Payable - $45,090.75

c. Associate Student Body Accounts Payable - $23,298.49

d. Capital Projects Accounts Payable - $17,567.40

e. Payroll for October 30, 2026 - $494,202.39

f. Personnel Actions

- New Hire - RGS Paraeducator - Michelle Double
- Leave of Absence Approval - Haley Campbell

g. Resolution 2026-27-10 Interfund Loan/Transfer for Early Learning Center

h. Resolution 2026-27-12 Authorizing Superintendent to Sign on behalf of the Board for the Early Learning Center

12. **Consent Agenda (Lind Only)**

a. General Fund Accounts Payable - $60,663.15

b. Transportation Cooperative Accounts Payable - $45,090.75

c. Associate Student Body Accounts Payable - $2,228.20

d. Payroll for October 30, 2026 - $362,425.49

13. Adjournment

Looking Ahead:

- 2027 Board Meeting Dates - (approve at November meeting)
- December Meeting - Earlier Start Time (due to music concert)
- Reorganization of the Board (at December meeting)

RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
September 28, 2026

The meeting of the Board of Directors of Ritzville School District #160-67 and Lind School District #158 was held in the Lind-Ritzville Middle School Collaboration Room on September 28, 2026. The following members were in attendance:

Lind School Board Members:	Greg Schmunk	Andy Wahl
	Jim Weidemann	
Ritzville School Board Members:	Tia Kubik	Courtney Fannin
	Reid Phillips	Travis Devore

Lind Vice-Chair Schmunk led the Pledge of Allegiance.

Lind Vice-Chair Schmunk called the Lind School Board meeting to order at 6:31 P.M.

Lind Director Weidemann moved to excuse Director Labes. Lind Director Wahl seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Wahl moved to approve the agenda. Lind Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Vice-Chair Kubik called the Ritzville School Board meeting to order at 6:31 P.M.

Ritzville Director Fannin moved to excuse Director Repp. Ritzville Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Phillips moved to approve the agenda. Ritzville Director Devore seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Joint Items

Public Comment - There was no public comment.

Student Representative - Student Representatives Sara Vidal reported on Lind-Ritzville High School activities, shared an update on events happening at LRHS, including a recap of homecoming activities and fall sports.

Superintendent Updates – LRCS Transportation Supervisor Lynn Sackmann presented the transportation report, noting that OSPI is expected to roll out new regulations in October regarding who may transport students in school vehicles. While an effective date and specific details have not yet been released, more information will be provided at the October meeting. The new rules are anticipated to require training, potentially available online, which may significantly impact driver eligibility for athletics and activities. Mr.

Sackmann also reported that the department has enough subs to cover for drivers.

LRCS Grounds and Maintenance Supervisor Zach Gardner updated the board on projects completed over the summer. He shared photos and videos of various updates, including new basketball hoops for the RGS gym, which were partially funded by the youth basketball organization, and demonstrated the gym floor refinishing process via video. He provided an update on the installation of the powder coat oven and spray booth in the high school AG shop, noting that the project was significantly more involved than anticipated but is expected to be complete and operational by November. Additionally, Mr. Gardner shared videos of the robotic line painter in use on the middle and high school football fields, highlighting that once programmed, the automated system frees up staff to complete other tasks while the field is painted.

Superintendent Miranda Bacha reported on enrollment, noting that overall numbers across both districts and all buildings exceed projections. Enrollment in the Lind School District is 27 students above budget, Ritzville is up by 19 students, and the LR Academy has 11 more students than projected. She also reported attending several district events, including Grandparents Day, middle and high school football games, and the district-hosted cross country meet.

She updated the boards on the pig barns, reporting that the area has been mowed and middle school students have cleaned out the stalls. Dr. Bacha reported that, going forward, the middle school Ag classes will maintain the facility. She extended an invitation to the boards to visit the buildings and noted that Lind Board Chair Labes visited during the first intervention day. Superintendent Bacha concluded by sharing attendance figures for each building's first Intervention Friday.

Finance Report – Business Manager Kris Robbins reported that both districts ended the fiscal year in a better financial position than anticipated, with general fund revenues exceeding projections and expenditures coming in under budget. She stated that she is currently preparing the year-end report due in November. Mrs. Robbins shared updates from a recent Northeast Washington Association of School Administrators (NEWASA) workshop she attended with Superintendent Bacha. A key topic of discussion was Materials, Supplies, and Operating Costs (MSOC) funding, which currently covers essential operational expenses such as utilities, insurance, curriculum, and facility maintenance. Due to rising utility and insurance costs, it was discussed reallocating these operational expenses out of MSOC so that MSOC funds can be used for student needs.

Additionally, Mrs. Robbins directed the boards to the AFPlanServ Non-Standardized Pre-Approved 403(b) Plan document included in their board packets. She noted that this plan requires board approval every three years to allow employees to make voluntary retirement contributions directly via payroll deduction.

Board Member Reports: There was nothing new to report.

Joint Consent Agenda

Ritzville Director Devore moved to approve the Joint Consent Agenda as follows: approval of the August 24, 2026 Regular Board Meeting minutes; approval of FFA out-of-state travel and allocations for Nationals; approval of Perkins Grant stipulations; and personnel actions (New Hire: MS Football Assistant Coach – Dale Anderson). Ritzville Director Fannin seconded the motion.

Prior to the vote, Ritzville Vice-Chair Kubik noted the need to inform staff about reducing the amount the

districts pay for students to travel to national competitions. The Lind Vice-Chair asked if discussion could be continued at the next meeting and requested historical information from Superintendent Bacha.

Ritzville Director Devore amended the motion to allocate $250 per district for each FFA student traveling to Nationals. Ritzville Director Fannin seconded the motion. A voice vote was taken, with all members present voting aye. The motion carried.

Joint Consent Agenda — A voice vote was taken, with all members present voting aye. The motion carried.

Lind Consent Agenda

Lind Director Wahl moved to approve the Lind Consent Agenda as follows: General Fund Accounts Payable - $191,660.45, Transportation Cooperative Accounts Payable - $114,121.81, Associate Student Body Accounts Payable - $814.64, Payroll for September 30, 2026 - $352,549.59, Personnel Actions: New Hire - Lind Elementary Paraeducator - Ashley Huff, New Hire - Migrant Records - Dawne Lillard, New Hire - Migrant Home Visitor - Ana Espinoza Mendoza, Approve Agreement for American Fidelity to be Plan Administrator of the 403(b) Plan, Approval to Order Blue Bird Propane 48 Passenger Bus (September 2027 Delivery) - $212,143.86, Approve Surplus - 2014 Collins 30 Passenger Minibus. Lind Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Consent Agenda

Ritzville Director Phillips moved to approve the Ritzville Consent Agenda as follows: General Fund Accounts Payable - $274,848.29, Transportation Cooperative Accounts Payable - $114,121.81, Associate Student Body Accounts Payable - $9,270.14, Capital Projects Accounts Payable - $50,176.35, Payroll for September 30, 2026 - $480,328.70, Personnel Actions: New Hire - Ritzville Grade School Paraeducator - Tracy Crotsley, Approve Agreement for American Fidelity to be Plan Administrator of the 403(b) Plan. Ritzville Director Fannin seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

With no further business before the board, Lind Vice-Chair Schmunk Repp and Ritzville Vice-Chair Kubik adjourned at 7:39 P.M.

_____ _____

Chairman/Date Chairman/Date

_____

Secretary to the Board

Historical National Travel Allocation Information

May 27, 2025 - FBLA & FFA

Ritzville Director Kubik moved for Approval of FFA out of State Travel and $250 per person/per district allocation for the FFA National Convention. Ritzville Director Phillips seconded the motion. A voice vote was heard, with all present Lind & Ritzville members voting aye. The motion carried.

Ritzville Director Kubik moved for Approval of FBLA out of State Travel and $250 per person/per district allocation for the FBLA National Convention. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present Lind & Ritzville members voting aye. The motion carried.

Ritzville Director Kubik moved to Approve FFA and FBLA annual out of state travel. Ritzville Director Carruth seconded the motion. Clarification was made that this approval is per policy 2320 allowing the boards to make an approval one time for the annual trips. A voice vote was heard, with all present Lind & Ritzville members voting aye. The motion carried.

March 24, 2025 - FCCLA

Lind Director Schmunk moved for Approval of FCCLA out of State Travel per Board Policy 2320. Lind Director Weidemann seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved for Approval of FCCLA out of State Travel per Board Policy 2320. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Weidemann moved for Approval of a $250 per person FCCLA Allocation for National Convention. Lind Director Schmunk seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Carruth moved for Approval of a $250 per person FCCLA Allocation for National Convention. Ritzville Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

May 20, 2024 - FBLA, FCCLA & FFA

Lind Director Williamson moved for Approval of FBLA out of State Travel. Lind Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved for Approval of FBLA out of State Travel. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Starring moved for Approval of FFA out of State Travel. Lind Director Schmunk seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Carruth moved for Approval of FFA out of State Travel. Ritzville Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Starring moved for Approval of a $250 per person FBLA Allocation for National Convention. Lind Director Schmunk seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved for Approval of a $250 per person FBLA Allocation for National Convention. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Schmunk moved for Approval of a $250 per person FCCLA Allocation for National Convention. Lind Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved for Approval of a $250 per person FCCLA Allocation for National Convention. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

May 24, 2023 FBLA

Lind Director Melcher moved for Approval of FBLA out of State Travel. Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. Motion carried.

Ritzville Director Kubik moved for Approval of FBLA out of State Travel. Director Repp seconded the motion. A voice vote was heard with all present members voting aye. Motion carried.

Lind Director Schmunk moved for Approval of a $250 per person FBLA Allocation for National Convention. Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. Motion carried.

Ritzville Director Repp moved for Approval of a $250 per person FBLA Allocation for National Convention. Director Kubik seconded the motion. A voice vote was heard with all present members voting aye. Motion carried.

Sept 25, 2023 - FFA Report - Not on agenda to approve funds - Not voted on
Aug 2023 meeting - FFA Report - Not on agenda to approve funds - Not voted on

This is from the Sept meeting -
LRMS/LRHS CTE Teacher Lori Sanderson gave an update on the twelve LRHS students that will be attending the FFA National Convention in Indianapolis. She shared that three teams, including Agronomy, Dairy Cattle Evaluation and Livestock Evaluation will be representing not only Lind-Ritzville High School, but the Lind and Ritzville communities and Washington State at the convention. The group is requesting funding support from both districts, as has been done in the past to help with travel costs, estimated to be $22,200. She shared that the group has received a $3000 grant from WA FFA Foundation and $2500 from National FFA CHS grant. In addition, Lind-Ritzville FFA Alumni will be providing participants with a daily meal allowance of $150 per person.

FCCLA - I looked through the April - July 2023 minutes and didn't see anything about Nationals. I don't believe they went in 2023.

Lind Elementary School October Board Report

Highlights of the month:

Strengthening Family & Community Engagement

- **Bite 2 Go Program Launch:** Thanks to donors, we are working with 2nd Harvest to implement this vital weekend food security program. Every Thursday, identified students from preschool through 5th grade receive a food bag, allowing us to distribute up to 50 bags of food each week to support our students.
- **Dictionary Donations:** We love seeing our community invest in our students! Mr. Anderson delivered individual dictionaries to every 3rd-grade student, which were generously donated by the Ralston Grange to support early literacy.
- **PTO Penny Wars:** We brought high energy and friendly competition across preschool through 5th grade to raise funds for our school. The competition ends on October 22nd, with the winning classroom earning funds for a special celebration!

Community Partnerships & Safety

- **Fire Safety Day:** We were excited to welcome members of our local volunteer fire department to the school. Firefighters delivered age-appropriate safety lessons, and students had hands-on opportunity to explore the fire trucks and gear. Plus, 1st and 2nd-grade students received complimentary t-shirts courtesy of the department!









Academic Supports

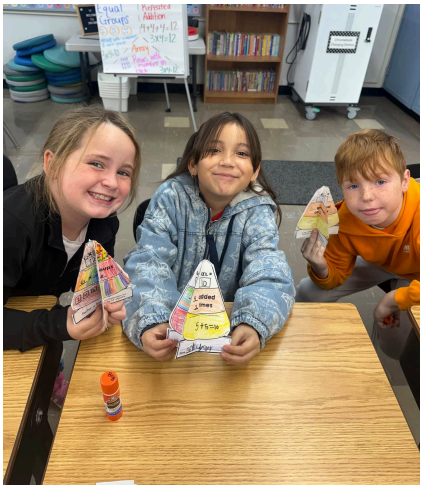
- **Academic Intervention Day (Oct 30th):** We are maximizing student growth by providing targeted, split-level support to reinforce core skills. K-2 students will tackle reading, writing, and math through project-based learning with Miss Sadie Miller, while 3-5 students engage in focused interventions with Miss Amalia Perez.

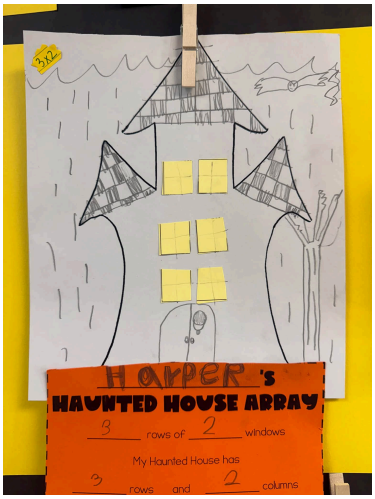
Innovative Classroom Celebrations & School Culture

- **"Inside Out" School Spirit Day:** We brought excitement to campus with our "Inside Out" Spirit Day on October 15th! Students and staff loved showing off their school pride, and our 4th-grade class won the Bulldog Spirit Award for achieving the highest participation.
- **3rd Grade Math & Strategy Design:** Our third-grade students in Miss Kristen Miller's class have been highly engaged in mastering multiplication facts. They built strong math connections by designing a custom project mapping out creative multiplication strategies.

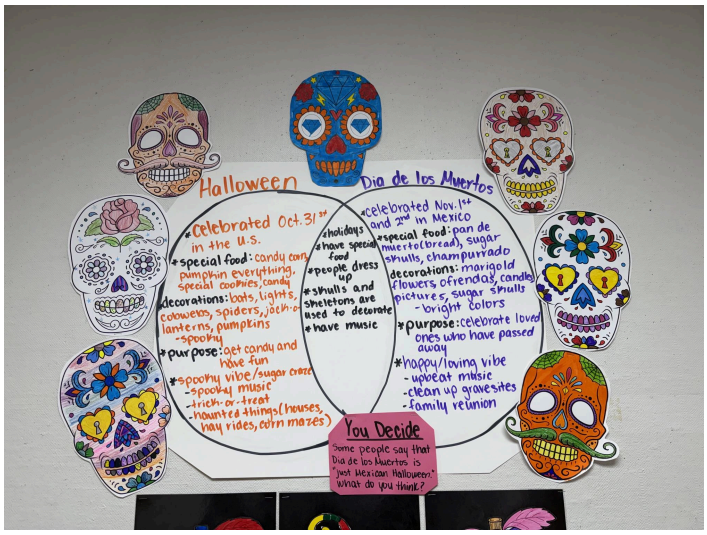
3rd Grade Multiplication projects:







- **Cultural Studies & Art Showcase:** Merging history with creativity, Miss Amalia Perez's students completed a comprehensive comparative unit on Halloween and Día de los Muertos, wrapping up the learning with a beautiful themed art project.



Professional Growth & Faculty Focus

- **ELA Standards Alignment & Curriculum Optimization:** Our teaching team dedicated critical collaboration time on October 9th to dive deeply into the new ELA priority standards to map alignment across all grade levels. Additionally, staff audited our Core Knowledge Language Arts (CKLA) units to streamline weekly lesson flow—categorizing materials into core must-teach items,

differentiated supports, and removing "fluff" to maximize direct instructional time.
- **Teacher Grant Award:** We are thrilled to share that Miss Amalia Perez was awarded a $200 STCU grant to help fund and support her classroom!

Things we are looking forward to at LES:

Celebrating Student Achievement & School Culture

- **Country Cousins Pumpkin Patch Field Trip (Oct. 28th):** We are excited to take our TK through 2nd-grade students on a hands-on, seasonal outdoor learning experience to explore autumn agriculture and enjoy the pumpkin patch.
- **Symphony Field Trip (Oct. 29th):** Our 4th-grade students will head out on an enriching cultural excursion designed to introduce them to live classical music, orchestral arrangements, and theater etiquette in Spokane.
- **Academic Olympics (Nov. 5th):** During this celebration, 3rd–5th grade students will receive growth awards for IXL Reading and/or Math from last year, and our 4th–5th graders will be recognized with awards for Proficiency in Math and Reading on the SBA.
- **Veteran's Day Assembly (Nov. 10th):** We look forward to coming together as a complete school community for a combined gathering hosted at LRMS to honor local veterans, express our gratitude, and celebrate their service.
- **"Harriet the Spy" at ACT Theater (Nov. 12th):** We will bring a classic piece of literature to life on stage for our 3rd through 5th-grade upper-elementary students with an exciting theater field trip to Richland, WA.

Academic Excellence & Professional Growth

- **Parent-Teacher Conferences:** We are thrilled to report that 100% of families are scheduled for our upcoming conferences! This is a critical touchpoint to share individual academic data, celebrate early wins, and collaborate with families on student goals.
- **Professional Development Friday (Nov. 6th):** Our educators are ready to expand their regional networks during a collaborative session where they will work alongside teachers from neighboring school districts to share best practices and insights.
- **Bridges Curriculum Peer Observation (Nov. 18th):** We are excited to welcome visiting teachers from Reardan Elementary into our building! They will be observing our 3rd and 5th-grade educators showcasing our Bridges math curriculum in action, allowing us to highlight our high-quality instructional practices.

Ritzville Grade School October Board Report

October has been a very busy month at RGS. We had our Bronco Pride Assembly on September 30 and for the first time we invited parents to attend. We thought it would be a great communication piece for parents to see their children being recognized for the positive things they are doing. We had our first Experience Day following the assembly where students were able to buy experiences with their Bronco Bucks, such as crafts, making slime, extra recess, Disney Trivia, and a game in the gym. Students are looking forward to using their Bronco Bucks next month at the Bronco Store. (All donations of items are welcome).
Bronco Bucks are given to students throughout the building, classrooms, recess, cafeteria, PE, music, library for appropriate behavior and reinforcement.

Donuts for Dudes was held on October 8. We had over 100 “Dudes” sign in to have donuts with a student. The tables were set up in the gym, with so many in attendance we used the cafeteria for the overflow.

Conferences started last night with all PK- 5 grade classes. We had a total of 132 scheduled conferences with 170 students. 77.6% 5th grade conferences were scheduled with Mrs. Boness, representing Mrs. Gingrich, as she has been out on medical leave. That impacted the number of 5th grade conferences with 11/24 signing up (46%). Mrs. Gingrich will have an opportunity to meet with parents when she returns, if needed.

Professional Development on October 9 focused on our School Improvement Plan, Student Growth Goals and Academic Fridays. We are looking forward to November, with our focus on the new English Language Arts standards and how we are doing with pacing in ELA and math on the 4 day week. We will be adjusting our pacing as we move into November to make sure we are on track to cover the standards at each grade level.

We are continuing to work on student safety as a focus, with all hands on deck to maintain a safe and orderly environment for our students.

Upcoming RGS events:
Next Pride Assembly and Bronco Store November 5
Veteran’s Day Assembly at LRHS November 10 at 1:00
Picture Retakes November 16





1st Grade Pumpkin Patch Field Trip





2nd Grade Fire Safety Week

Lind-Ritzville Middle School October Board Report

Highlights of the month:

Achieving Success

- **First Academic Support Friday:** This past Friday marked our first official academic support day, with 14 students participating. While some students attended for required academic assistance, others chose to participate in an optional robotics challenge. Many of the students requiring academic help successfully returned to passing grades, while those in the robotics challenge learned valuable STEM skills.

Demonstrating Growth

- **I-Ready & IXL Diagnostic Testing Progress:** Through hard work and dedication, our students are already showing measurable success and growth in both reading and mathematics on their I-Ready and IXL diagnostic assessments. These online learning platforms are accessible to students at home, allowing parents to easily check in on their student's individual progress whenever it is convenient for them.

Improving Engagement

- **October 9th Professional Development Focus:** During our October 9th professional development session, teachers dedicated time to aligning lessons with proficiency scales to elevate student engagement in the classroom. Staff explored incorporating student reflections and providing students with more voice and choice, such as using choice boards, to give learners greater ownership of their education. Each teacher created personalized lesson modifications specifically designed to make learning even more interactive, relevant, and engaging for our students.

Investing Resources

- **Career Showcase:** On October 8th, our high school recently hosted a successful career fair, giving our 8th graders a valuable opportunity to connect directly with employers from across Adams County. Students engaged in meaningful conversations about future possibilities, enjoying the hands-on chance to explore diverse career pathways and gain insight into what their professional futures could look like.

Increasing Involvement

- **Fall Athletics Wrap-Up & Winter Season Transition:** As a fantastic fall season comes to a close for our football, volleyball, and cross country teams, we are excited to kick off our winter sports lineup! Girls basketball has officially started, and wrestling will be underway starting October 26th. Furthermore, middle school participation numbers

across all athletics remain strong and high as our student-athletes continue to showcase fantastic engagement and pride on and off the court.

- **Parent-Teacher Conferences:** We are thrilled to share that nearly every family has signed up for our upcoming parent-teacher conferences! Offering a hybrid model with both private appointment options and open-style drop-ins has been a hit with families. During these sessions, parents will have the opportunity to review test scores, work samples, grades, and celebrate student successes. If you'd like data on our attendance of families for this fall conference, let me know. I'll have it ready at the time of the board meeting.

Things we are looking forward to at LRMS:

- **Athletic Events -** The first middle school girls basketball game is November 4th and middle school wrestling meet is November 12th. Stay tuned to Mr. Arlt's weekly athletic updates to stay in tune with athletics.
- **Academic Awards Assembly:** We will celebrate student achievement at our upcoming assembly honoring high performance on last year's state testing alongside growth shown in I-Ready and IXL math and reading. Lind-Ritzville Middle School and Lind Elementary School will join together for this event on November 5th at 8:40 AM in the LRMS gymnasium.
- **Veterans Day Assembly:** Join us as we honor our nation's heroes at our annual Veterans Day Assembly on November 10th at 10:00 AM in the LRMS gym. Our ASB students have done a phenomenal job organizing this year's 30 to 45-minute program. Veterans, community members, board members, and families are warmly invited to attend and help us celebrate and thank our veterans.
- **Academic Intervention Days & Staff Development:** Our next Academic Intervention Days are scheduled for October 30th and November 20th, providing targeted intervention for selected students alongside engaging open-support enrichment activities for all participants, featuring Geometric Art on October 30th and Paleontology on November 20th at the middle school. Meanwhile, during our November 6th staff professional development session, our teachers will continue focusing on mastery-based learning, refining the use of proficiency scales, and boosting student engagement through cross-curricular planning.

Spotlights of Success:



AgX Soils Hands-on Learning



Columbia Basin Conservation Soils Day



MS ASB Leadership Conference



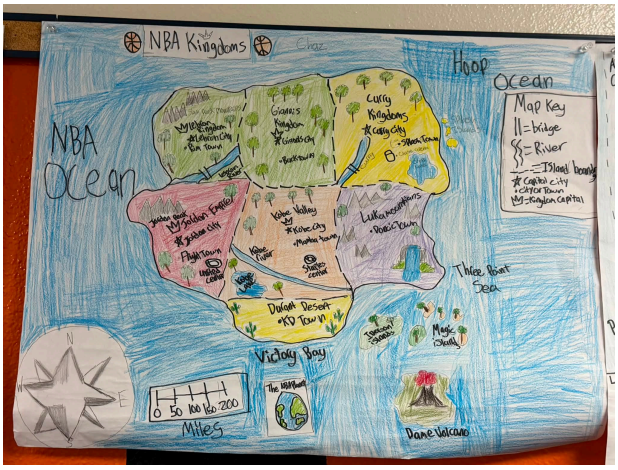
Spirit Week- Inspiration Award



Adam Sandler Day



Sports Day



Maps Choice Project



Career Showcase

LRHS School Board Report

October 2026

October has been a very positive and productive month at Lind-Ritzville High School. Our staff and students continue to make meaningful progress in teaching and learning, career exploration, school culture, and academic achievement.

Staff Professional Learning

The LRHS Building Leadership Team designed and facilitated an outstanding professional learning day on October 9. The focus was on continuing our shift from a **completion mindset to an achievement mindset**, emphasizing what students know and are able to demonstrate rather than simply whether they have completed an assignment.

The day was engaging, collaborative, and closely aligned with our School Improvement Plan. Staff appreciated the opportunity to learn together, reflect on instructional practices, and have dedicated time to apply their learning to their classrooms. It was another important step in our ongoing work to strengthen instruction, assessment, and student achievement.

East Adams County Career Showcase

In partnership with Adams County Economic Development Director Adam Niehenke, we hosted another successful East Adams County Career Showcase. This year's event brought together **40 vendors**, providing students with opportunities to explore local careers, connect with employers, and discover how they can build successful careers and earn family-sustaining wages while remaining in our communities.

Students engaged with vendors, completed career exploration passports for prizes, and enjoyed complimentary McDonald's fries provided by Simplot. The event was both educational and enjoyable, reinforcing the many opportunities available to students right here in Eastern Washington.

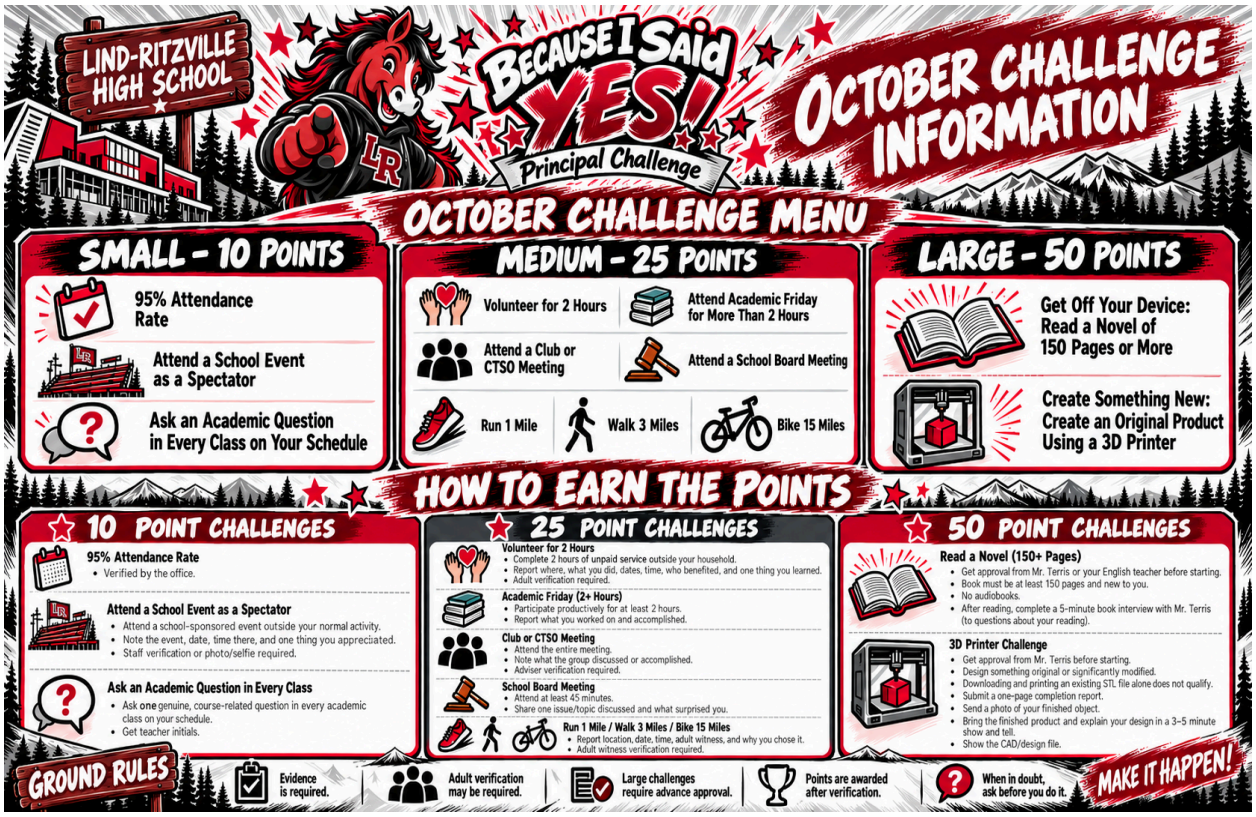
Student Incentives, Climate, and Culture

This month, we launched the **"Because I Said Yes" Principal's Challenge**, a schoolwide incentive program designed to encourage students to become more involved, connected, and engaged in their school community.

The challenge promotes positive attendance, participation in school activities and clubs, service to our school and community, and a willingness to step outside one's comfort zone. New challenges are introduced each month, building on previous opportunities and allowing students to accumulate points throughout the school year.

Students who reach designated point totals will earn special experiences and rewards, including an opportunity to attend a Seattle Mariners game and explore attractions along Seattle's waterfront.

Our goal is simple: encourage students to say "yes" to opportunities that build relationships, strengthen school pride, and create memorable high school experiences.



Academic Intervention and Student Achievement

Our updated Five-Day Rule and mandatory academic intervention practices appear to be making a positive impact on student performance.

At this point in the school year, we are seeing noticeably fewer students struggling with incomplete classwork and assignments compared to previous years. While we will continue to monitor the data, staff and administration believe this improvement is connected to clearer expectations for completing essential learning tasks and more timely academic interventions.

Two important components of this work include:

1. The Five-Day Rule for Standards-Based Assessments

Students who do not submit an essential standards-bearing assessment (an "80% task") by the assigned deadline have five additional school days to submit a completed attempt.

- During this period, the task is marked as missing in the gradebook.
- Students are expected to complete the assessment promptly.
- Completed assessments are evaluated based on demonstrated proficiency using the established standard or rubric.
- Late submissions are reflected in the student's separate Habits of Work score rather than reducing the academic proficiency score.
- If the assessment is not submitted within five school days, a zero is entered.

After the five-day window, students may still request an additional opportunity to demonstrate their learning through a parent or guardian's submission of an At-Bat Opportunity Appeal Form.

2. Mandatory Academic Intervention

Students whose grades fall to 50% or below receive additional academic support during seventh period with Mrs. Nichols. This structured intervention provides students with dedicated time, guidance, and accountability to address missing work and demonstrate their learning before they fall further behind.

Together, these practices are helping establish greater consistency, accountability, and urgency around student learning. **More importantly, they reinforce our belief that grades should communicate what students know and can do, while intervention systems ensure students have meaningful opportunities to demonstrate that learning.**

Looking Ahead

Our work continues to center on improving student achievement, strengthening school culture, and expanding opportunities for students. We are encouraged by the progress we are seeing this fall.

RESOLUTION FOR MRSC ROSTER

LIND-RITZVILLE COOPERATIVE SCHOOLS
RESOLUTION NO. 2026-27-11

A RESOLUTION OF LIND SCHOOL DISTRICT #158 AND RITZVILLE SCHOOL DISTRICT #160-67 (Hereafter REFERRED TO AS LIND-RITZVILLE COOPERATIVE SCHOOLS, "LRCS"), STATE OF WASHINGTON ESTABLISHING A SMALL WORKS ROSTER AND AUTHORITY TO USE THE SMALL WORKS ROSTER PROCESS TO AWARD PUBLIC WORKS CONTRACTS.

WHEREAS RCW 39.04.151-154 and other laws regarding contracting for public works by authorized local governments, allow certain contracts to be awarded using a small works roster process; and

WHEREAS to be able to implement a small works roster and process, the LRCS is required to adopt a resolution, establish reporting procedures that are publicly available, and commit to providing the most practicable opportunities for small businesses when using Direct Contracting; and

NOW, THEREFORE, LRCS, STATE OF WASHINGTON, HEREBY RESOLVES AS FOLLOWS:

Section 1: **MRSC Rosters.** LRCS hereby elects to use the statewide small works roster established under RCW 39.04.151(2) and administered by the Municipal Research Services Center of Washington (MRSC).

Section 2: **Small Works Roster.** LRCS adopts the following to use in managing procurement and awards of public works contracts using the statewide small works roster.

A. Small Works, as defined by RCW 39.04.152 consist of public works projects for the construction, renovation, remodeling, repair, or improvement of real property with an estimated cost at or below the applicable statutory threshold, excluding sales tax.

B. A Small Works Roster is a pre-established list of properly licensed contractors, registered to do business with LRCS under selected project types and (work) categories.

C. The Small Works Roster process is an alternative to publicly advertising public work projects.

D. Every small works contract is subject to the same public works bidding, award, and compliance requirements of chapter 39.04 RCW unless specifically included in RCW 39.04.151-154, this resolution or the incorporated policies or procedures.

E. Small Works procurements will be facilitated by the LRCS policy and procedures except as may be used in small works roster direct contracting process. (RCW 39.04.152(4)). Unless otherwise adopted, LRCS will use email communications to request and receive submissions.

F. Only those contractors registered with MRSC Rosters will be invited to bid on small works roster projects.

G. Invitations for bid shall include an estimate of the scope and nature of the work to be performed as well as materials and equipment to be furnished. However, detailed plans and specifications need not be included in the invitation.

H. Small Works contracts will be awarded to a responsible contractor (RCW 39.04.350) submitting the lowest responsive bid, unless using direct contracting where a contract will be awarded to a responsible contractor submitting a competitive bid or negotiated bid.

I. Small Works bidding and award information will be entered into the statewide small works roster platform immediately upon conclusion of each small works roster award.

J. Small Works bidding and award data will be part of the LRCS procurement files and records and all documents will be available for review with the LRCS Business Manager.

K. Annual Notification and Invitation. At least once a year, MRSC shall, on behalf of the LRCS publish in a newspaper of general circulation within the municipality's jurisdiction a notice of the existence of the small works roster and invite contractors to register on the statewide small works roster. Additionally, as required by RCW 39.04.151(1)(c), MRSC will notify the Office of Minority and Women's Business Enterprise (OMWBE) directory of certified firms and invite small businesses to apply to the roster.

L. MRSC shall add responsible contractors to the small works roster at any time that a contractor completes the online application provided by MRSC and meets minimum State requirements for roster listing.

Section 3: **Delegated Authority.** The LRCS has delegated authority to oversee and manage the use and outcomes of the small works roster to the LRSC Business Manager. As the delegated authority, the Small Works Roster Program Manager will be responsible for ensuring all necessary policies, procedures, templates, contracts or similar are developed and used in accordance with the applicable statutes and guidance provided by MRSC.

The Small Works Roster Program Manager will also be responsible for data collection, reporting, and similar on all activities, uses, and awards for small works and will ensure all information is provided to MRSC, the state, or the public as required or requested.

PASSED this 26th day of October, 2026

Lind School District #158

_____

Chair

Ritzville School District #160-67

_____

Chair

_____	_____
Director	Director
_____	_____
Director	Director
_____	_____
Director	Director
_____	_____
Director	Director

ATTEST:

_____
Superintendent and Secretary to Board of Directors
Lind School District #158 and
Ritzville School District #160-67

RESOLUTION OF INTERFUND LOAN/TRANSFER

RITZVILLE SCHOOL DISTRICT NO. 160-67
RESOLUTION NO. 2026-27-10

A Resolution to provide for an Interfund Loan from the General Fund to the Capital Projects Fund.

WHEREAS, WAC 392-123-140 Allows school districts to make interfund loans; and

WHEREAS, the General Fund has sufficient funds to make such a loan without detriment of any function or project for which the fund was established; and

WHEREAS, the Ritzville School District No. 160-67 has a need for a temporary loan to the Capital Project Fund for the purpose of covering expenses for the time period from the issuance of grant funds and payments to the receipt of revenue in the form grant reimbursement in regards to the Early Learning Facilities Project; and

WHEREAS, the Ritzville School District No. 160-67 accepted the project grant and approved their contribution of the project costs for the Early Learning Facilities Project; and

WHEREAS, the Capital Project Fund is not in a position to make large payments for the project at this time,

THEREFORE BE IT RESOLVED that the Board of Directors of Ritzville School District No. 160-67, Adams County, State of Washington approve the Interfund Loan from the General Fund to the Capital Projects Fund in the amount not to exceed $1,000,000.00 for the purpose of districts contribution of the project and to facilitate payments as needed until project completion. Said loan shall not include interest as part of the repayment.

DATED this 26th day of October, 2026.

ATTEST:

_____
Chairperson

_____ _____
Director Director

_____ _____
Director Director

ATTEST:

_____
Superintendent and Secretary to Board of Director
Ritzville School District #160-67

RITZVILLE COOPERATIVE SCHOOLS
RESOLUTION NO. 2026-27 12

Authorizing Superintendent to Sign on behalf of the Board for the Early Learning Center

WHEREAS, the Ritzville School District No. 160-67 has received a grant from Department of Commerce to construct an Early Learning Facility; and

WHEREAS, the Department of Commerce has contracts that need to be signed on behalf of the School Board; and

WHEREAS, the Ritzville School District No. 160-67 accepted the project grant and approved their contribution of the project costs for the Early Learning Facilities Project; and

WHEREAS, the Project may have additional contracts that need to be signed on behalf of the School Board; and

WHEREAS, the timeliness of the signatures and approvals may not be conducive of the board meeting dates;

THEREFORE BE IT RESOLVED that the Board of Directors of Ritzville School District No. 160-67, Adams County, State of Washington designates Miranda Bacha, as the Superintendent of School District No. 160-67 Ritzville School District, and as the superintendent, Miranda Bacha is hereby authorized to sign any and all contracts specifically related to Grants 26-96656-708 and 26-96656-802 on behalf of the Ritzville School District No. 160-67.

ADOPTED this 26th day of October, 2026.

Ritzville School District #160-67

_____ _____

Chair Director

_____ _____

Director Director

_____

Director

ATTEST:

_____
Superintendent and Secretary to Board of Director
Ritzville School District #160-67

Meeting Conduct, Order of Business and Quorum

The board will schedule its meetings in compliance with the law, and as deemed by the board to be in the best interests of the district and community. The board will function through (1) regular meetings, (2) special meetings, and (3) emergency meetings.

Regular Meetings
Regular meetings are held at 6:30 p.m. on the fourth Monday of each month; with even months being at the Lind-Ritzville High School Commons and odd month in the Lind-Ritzville Middle School Cafeteria. An agenda of the business that the board will transact will be posted on the district website, or the website shared or hosted by another public agency not less than twenty-four (24) hours in advance of the published start time of the meeting.

If the board adjourns to times other than a regular meeting time, the board will provide notice of the meeting in the same manner as provided for special meetings. All regular meetings of the board will be held within the district boundaries. In cases of emergency, fire, flood, earthquake, or other emergency, the presiding officer *chair/president* may provide for a location other than that of the regular meeting, a remote meeting with no physical location, or a meeting at which physical attendance is limited. In the instances of remote or limited in-person meetings, the District will provide real-time telephonic, electronic, internet, or other readily available means of remote access that do not require an additional cost to access the meeting. The district will hold remote or physical attendance limited meetings only in cases of emergency declared as previously stated.

Special Meetings
Special meetings may be called by the *chair/president* or at the request of a majority of the board members. A written notice of a special meeting, stating the time and place of the special meeting and the business to be transacted will be delivered to each board member. Written notice will also be delivered to each newspaper and radio or television station that has filed a written request for such notices. Written notice may be delivered personally, by mail, facsimile, or email. The notice must be posted on the district's website unless the district (1) does not have a website or share a website with, or have its website hosted by, another public agency; (2) employs no full-time equivalent employees; or (3) does not have an employee whose job description or employment contract provides a duty to maintain or update the website.

The district must also prominently display the notice at the main entrance of the district's headquarters as well as at the location of the meeting if the meeting is held at a location other than the headquarters and is not held as a remote meeting. During a declared emergency that prevents a meeting from being held in person with reasonable safety, the district may post notice of a remote meeting without a physical location on the district website, or the website hosted or shared by another agency.

All required notices must be delivered or posted not less than twenty-four (24) hours prior to the meeting.

A board member waives the written notice requirement if that board member:

1. Submits a written waiver of notice to the board secretary at or prior to the time the meeting convenes. The waiver may be given by telegram, fax, or email; or

2. Is actually present at the time the meeting convenes.

The board will not take final disposition on any matter other than those items stated in the meeting notice. If the district calls a special meeting of the board to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage, or when the required notice cannot be posted or displayed with reasonable safety, including but not limited to declared emergencies in which

travel to physically post notice is barred or advised against, the board may meet immediately with no prior notice.

Emergency Meetings

If the district determines, by reason of fire, flood, earthquake, or other emergency, that there is a need for expedited action by the board to meet the emergency, the *chair/president* may provide for a meeting site other than the regular meeting site, for a remote meeting without a physical location, or for a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency. The *chair/president* may provide for an emergency meeting without providing notice.

If, after the declaration of an emergency by a local or state government or agency, or by the federal government, the district determines that it cannot hold a board meeting with its members or with public attendance in person with reasonable safety because of the emergency, the district will either:

1. Hold a remote meeting without a physical location, or

2. Hold a meeting at which the physical attendance by some or all members of the public is limited due to the declared emergency.

Members of the board may appear at a remote meeting telephonically or by other electronic means that allows for real-time, remote communication.

For a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, the district must provide an option for the public to listen to the proceedings telephonically or by using a readily available alternative in real-time that does not require any additional cost for participation. Free readily available options include, but are not limited to, broadcast by the public agency on a locally available cable television station that is available throughout the jurisdiction or other electronic, internet, or other means of remote access that does not require any additional cost for access to the program. The district may also permit the other electronic means of remote access.

The district will provide notice for remote meetings or meetings at which the physical attendance by some or all members of the public is limited due to a declared emergency according to this Policy. The notice for meetings pursuant to a declared emergency must include instructions on how the public may listen live to proceedings and how the public may access any other electronic means of remote access offered by the district.

The district will not take final disposition on any matter during a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency unless the district has provided an option for the public to listen to the proceedings, except for an executive session, pursuant to this Policy.

Public Notice

The board will give proper public notice for any special meeting whenever a regular meeting is adjourned to another time. The board may provide notice for an emergency meeting in accordance with this Policy.

All meetings will be open to the public with the exception of executive or closed sessions authorized by law. The board will take final action resulting from executive session discussions during a meeting open to the public as required by law.

Individuals with disabilities who may need a modification to participate in a meeting and those who may have difficulty physically attending a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

During the interim between meetings, the office of the superintendent, as board secretary, will be the office of the board. The district's public records will be open for inspection in the manner provided by and subject to the limitation of the law.

Quorum and Voting
A quorum consists of the majority of all board members. For school boards with five members, three board members constitute a quorum. A quorum is required for the transaction of business, including voting. Board members are not required to be physically present to attend a board meeting. Any or all board members may attend a board meeting and vote via any communication platform that provides real-time verbal communication without being in the same physical location with those in attendance.

Additionally, any meeting held via a communication platform must: 1) include proper notice with any required passwords or authorization codes; 2) be known and accessible to the public; and 3) accommodate any member of the public who wishes to participate.

The board will take no action by secret ballot at any meeting required to be open to the public. Generally, the board votes on motions and resolutions by "voice" vote, unless a board member requests to vote by oral roll call, in which case the board will do so. A motion passes when a majority of those board members present and voting vote in favor. However, a majority vote of *all* board members is required to elect or select a superintendent or board officer and the board must vote on these matters by an oral roll call. The board will vote by an oral roll call whenever required by law.

Meeting Conduct and Order of Business
The board will conduct all board meetings in a civil, orderly, and business-like manner. The board uses *Roberts Rules of Order (Revised)* as a guide, except when board bylaws or policies supersede such rules. During board meetings, board members will refrain from communicating electronically (e.g., by email, text, social media) with their fellow board members.

The board will use the agenda to establish its regular order of business. However, either the superintendent or a board member may request additions or changes to the prepared agenda, and the board may adopt a revised agenda or order of business by a majority vote of the board members present. At a special meeting, the board may take final action only on that business contained in the notice of the special meeting.

It is unlawful for any member of the public to knowingly carry onto, or to possess on, any area of a facility being used for official school board meetings, a dangerous weapon, including but not limited to a firearm, "nun-chu-ka sticks," "throwing stars," air gun or pistol, stun gun, or other dangerous weapon as listed in RCW 9.41.280. The board will ensure that signs providing notice of the restrictions on possession of firearms and other weapons are posted at facilities being used for official meetings of the board.

Public Attendance and Comment
Any member of the public may attend board meetings, including individuals who do not live within district boundaries. The board will not require people to sign in, complete questionnaires, or establish other conditions for attendance.

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of public comment, with the exception of emergency situations, the board will provide a period at or before every regular meeting at which final action is to take place for public comment. During public comment period, visitors may address the board on any topic within the scope of the board's responsibility. Public comment may occur orally or through written comments submitted before the meeting. Written comments must adhere to the standards of civility discussed below and must be received 24 hours before the board meeting. All written public comments timely submitted will be distributed to each board member.

The board may structure the oral public comment period, including determining the total time allotted for public comment and equally apportioning the minutes for each speaker. The board is not obligated to provide additional public comment time to accommodate everyone in attendance who wishes to speak. Any structure the board imposes will be content neutral.

The board may require those who wish to speak (but not all attendees) to sign in so that the board has a tally of individuals who wish to speak and can call them forward. When called forward, individuals will identify themselves and proceed to make comments within the time limits established by the board. The board is not obligated to respond to questions or challenges made during the public comment period and the board's silence will not signal agreement or endorsement of the speaker's remarks. The board may control the time, place,

and manner of public comment. The chair/president may terminate an individual's statement when the allotted time has passed and may interrupt a speaker to require the same standard of civility that the board imposes on itself. Examples of uncivil comments include comments that:

- Are libelous or slanderous under a legal standard;
- Are an unwarranted invasion of privacy;
- Are obscene or indecent pursuant to the Federal Communications Act or any rule of regulation of the Federal Communications Commission;
- Violate school district policy or procedure related to harassment, intimidation, or bullying of studying, or policy or procedure related to nondiscrimination;
- Incite an unlawful act on school premises or violate a lawful school regulation; or
- Create a material and substantial disruption of the orderly operation of the board meeting

The board as a whole has the final decision in determining the appropriateness of all such rulings and can maintain order by removing those who are disruptive. However, the board recognizes the distinction between uncivil discourse, which it will not tolerate, and comments about the board, district, and / or staff that are negative yet still civil in nature. The board will exercise its authority to maintain order in a content neutral manner.

In addition to the public comment period at the beginning of the meeting, the board may identify the agenda items that require or would benefit from opportunity for public comment and provide those opportunities as part of the meeting agenda before taking final action. Individuals or groups who wish to present to the board on an agenda item are encouraged to request and schedule such presentations in advance. Opportunity for public comment—both oral and written—is required before the board adopts or amends a policy that is not expressly or by implication authorized under state or federal law, but which will promote the education of K-12 students, or will promote the effective, efficient, or safe management and operation of the district. Additionally, the board will provide an opportunity for a representative of a firm eligible to bid on materials or services solicited by the board to present about his or her firm.

Meeting Recordings

Effective June 30, 2024, all regular and special meetings of the board at which a final action is taken or formal public testimony is accepted, except executive sessions or emergency meetings, will be audio recorded. Such recordings will be maintained for at least one year. The recording will include the comments of the directors and the comments of members of the public if formal public testimony is accepted at the meeting.

Cross References: 1220 - Board Officers and Duties of Board Members
1410 - Executive or Closed Sessions
1420 - Proposed Agenda and Consent Agenda

Legal References:
RCW 28A.330.020 Certain board elections, manner and vote required - Selection of personnel, manner
RCW 28A.320.040 Bylaws for board and school government
RCW 28A.330.070 Office of board — Records available for public inspection
RCW 28A.343.370 Vacancies
RCW 28A.343.380 Meetings
RCW 28A.343.390 Quorum — Failure to attend meetings
RCW 42.30.030 Meetings declared open and public
RCW 42.30.050 Interruptions - Procedure
RCW 42.30.060 Ordinances, rules, resolutions, regulations, etc., adopted at public meetings — Notice — Secret voting prohibited
RCW 42.30.070 Times and places for meetings - Emergencies - Exception
RCW 42.30.080 Special Meetings
42 U.S.C. §§ 12101-12213 Americans with Disabilities Act

RCW 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 42.30.035 Minutes

Management Resources: 2018 - August 2018 - August Policy Issue
2014 - June Issue
2013 - April Issue
2012 - June Issue
Policy News, June 2005 Special Meeting Notice Requirements
2022 - June

Adoption Date:
Classification: **Critical**
Revised Dates: **02.00; 06.05; 06.12; 12.12; 04.13; 06.14; 08/01/2018; 06.22; 11.22**

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Procedure - Meeting Conduct, Order of Business, and Quorum

The district must advertise all meetings, including study sessions and retreats, as meetings that are open to the public. If a board wishes to devote all or most of a special meeting to an issue(s) to be discussed in executive session (Policy 1410), the special meeting should be called to order and recessed to an executive session. The purpose of the executive session should be announced at the meeting and recorded in the minutes (e.g., real estate matters, litigation).

All regular meetings must be held within the district boundaries. Special meetings may be held outside the district with proper notice of the time and location.

It is unlawful for any member of the public to knowingly carry onto, or to possess on, any area of a facility being used for official school board meetings, a dangerous weapon, including but not limited to a firearm, "nun-chu-ka sticks," "throwing stars," air gun or pistol, stun gun, or other dangerous weapon as listed in RCW 9.41.280. The board must ensure that signs providing notice of the restrictions on possession of firearms and other weapons are posted at facilities being used for official meetings of the board.

Meeting Notices
All public notices of board meetings should inform persons with disabilities and those individuals who may have difficulty physically attending a board meeting that they may contact the superintendent's office, so that the district can arrange for them to participate in board meetings. A regular meeting does not require a public notice if held at the time and place provided by board policy. If the board does not meet at its regular location, the meeting should be treated as a special meeting with proper notice to the press stating the time, place, and purpose of the meeting.

For special meetings, a district is required to notify those newspapers and radio and television stations that have filed a request for such notification. The district must also provide written notice and a printed or electronic copy of the agenda to each school director 24 hours prior to the meeting. Notice to a school director is deemed waived if the school director files a written notice of waiver with the board secretary before or at the time of the commencement of the meeting or by the school director's actual attendance at the meeting.

The district must also post notice of the meeting on the district's website, the door of the main district offices, and the door at the location of the meeting if it is different from the district's offices. Notice of regular meetings must be posted on the district website not less than twenty-four (24) hours in advance of the published start time of the meeting unless the district does not have a website. Districts that do not have a website may share a website with, or have its website hosted by, another public agency to post the meeting agenda. The district does not have to post notice of a special meeting on its website if it: (1) does not have one; (2) employs no full-time equivalent employees; or (3) does not have an employee whose job description or employment contract provides a duty to maintain or update the website.

At a special meeting, the board may discuss items that were not on the original agenda, but the board cannot take final action on any topics that were not identified on the original agenda.

If the board is to discuss an item in executive session in accordance with Policy 1410, the item of business must also appear on the agenda if final action is to be taken following the executive session.

No meeting notice is required when the board is acting as a quasi-judicial body in a matter between named parties (e.g., hearing on discharge, nonrenewal or discipline of an employee, unless the employee requests a public meeting; hearing regarding the suspension, expulsion, or emergency removal of a student) or for the purpose of planning or adopting strategy or positions to be taken in collective bargaining, grievance, or mediation proceedings, or reviewing such proposals made by a bargaining unit.

Meeting Recess and Continuation
The board may recess a regular, special, or recessed meeting to a specific future time. The district must post notice of such a recess and continuation at or near the door of the meeting room. Notification to the press is not required.

Meeting Recordings
Effective June 30, 2024, all regular and special meetings of the board at which a final action is taken or formal public testimony is accepted, except executive sessions or emergency meetings, will be audio recorded and such recordings will be maintained for at least one year. The recording will include the comments of the directors, and the comments of members of the public if formal public testimony is accepted at the meeting.

Subject to the limitations on identifiable records in Policy and Procedure 4040 and 4040P, board meeting recordings must be provided electronically to the public upon request. It is not a violation of policy or law if the district attempts to record a meeting in good faith and, due to technological issues, a recording is not made or if any or all of a recording is unintelligible. When possible, the district will make the content of school board meetings, or a summary thereof, available in formats accessible to individuals who need communication assistance and in languages other than English.

Adoption Date:
Classification: **Critical**
Revised Dates: **12.11; 06.12; 04.13; 06.14; 12/01/2018; 06.22**

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Online Learning

The Lind and Ritzville Boards of Directors believe that a variety of learning options, including online courses and programs, are critical for 21st century learners. The boards recognize that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, the boards believe that online learning provides tremendous opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.

Therefore, the board supports a range of online learning opportunities that are equally accessible to all students in the school district. The boards direct the superintendent to provide information to parents, students and staff regarding online learning options and the guidelines for participation.

The superintendent or designee will develop procedures to implement this policy. The procedures will include, but not be limited to, a description of student access to online learning courses/ grade level coursework, student eligibility criteria, the types of online courses available to students, methods the districts will use to support student success, payment of course fees and other costs, granting of course credit, and conditions under which no credit will be awarded.

Cross References:
Board Policy 2022 Electronic Resources
2255 Alternative Learning Experience Programs
2410 Graduation Requirements

Legal References:
RCW 28A.150.220 Basic Education – Minimum instructional requirements – Program accessibility – Rules (Effective September 1, 2011)
Chapter 28A.225 RCW Compulsory School Attendance and Admission
RCW 28A.230.090 High School graduation requirements or equivalencies – Reevaluation of graduation requirements – Review and authorization of proposed changes – Credit for courses taken before attending high school – Postsecondary credit equivalencies
Chapter 28A.250 RCW Online Learning
RCW 28A.320.035 Contracting out – Board's powers and duties – Goods and Services

Chapter 180-51 WAC High School Graduation Requirements
WAC 392-121-182 Alternative learning experience requirements
WAC 392-121-188 Instruction provided under contract
WAC 392-410-310 Equivalency course of study – Credit for correspondence courses, electronically mediated courses, and college courses
Chapter 392-502 WAC Online Learning

Management Resources:
Policy News, December 2009 Online Learning Policy Required

Adoption Date:
Lind-Ritzville Cooperative Schools
Revised: 3/25/2013

Procedure - Online Learning

A. **Definitions**
   1. **Online courses** or "grade level coursework" means a course in which:
      a. more than half of the content is delivered online;
      b. more than half of the instruction is delivered online by a teacher from a different location than that of the student;
      c. a certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
      d. Students have access to the teacher synchronously and/or asynchronously.
   2. **Online school program** means a school program that offers a sequential set of online courses or grade-level coursework throughout the school year in a manner that could provide a full-time basic education program if so desired by the student. The student may enroll as a part-time or full-time student.
   3. **Online provider** means any provider of an online course or program, including multidistrict online providers, all school district online learning programs, and all regional online learning programs.
   4. The **Online Learning Support Team** includes the District/school staff *[list members of the team here: recommended participants include a local advisor, registrar, a school administrator and the building technologist]* who will provide assistance to the student in accessing courses, understanding coursework and maintaining successful progress in the course.

B. **Student Access to Online Courses and Online School Programs**
   The district will facilitate access to the following types of online learning opportunities: [*select the appropriate options for your district]*
   1. Online courses:
      a. District-created and taught online courses;
      b. District-taught online courses created by a third-party contracted provider; and
      c. Courses created and taught online by OSPI-approved online providers.
   2. Online school programs:
      a. District-created and -taught online school programs;
      b. District-sponsored programs created and taught by OSPI-approved online providers;
      c. District-sponsored programs created by third-party course providers and taught by district teachers; or
      d. Out-of-district online school programs accessed through an interdistrict transfer.

C. **Types of Online Courses Available**
   The district will facilitate access to the following types of online courses: [*select appropriate options]*
   1. Credit recovery courses allowing students to make up failed credits needed for graduation;
   2. Advanced Placement courses;

3. World language courses;
4. Courses which may already be offered in the student's school but are inaccessible to the student due to scheduling or other factors;
5. Courses not available at the student's school that meet four-year college entrance requirements;
6. Elective and Career and Technical Education courses;
7. Standard-level courses meeting high school graduation requirements;
8. Grade level coursework for K-8; and
9. A course from a provider that is not approved by OSPI that meets the criteria for district use.

D. **Student Eligibility Criteria**

The district will facilitate access to online learning courses and programs for students enrolled in [*insert grade levels]* grades. Students taking an online course or participating in a district-created online school program must adhere to the following criteria:

1. Comply with existing district policies for registering/enrolling in a course or district program; and
2. Students interested in attending an online school program in another district must follow the interdistrict transfer procedures in *[list district policy name and number]* prior to entering that program.

E. **Supporting Student Success**

The district will provide the following support to students to help ensure a successful online learning experience:

1. All online students will receive assistance from the local online learning support team;
2. The registrar will advise students in selecting and registering for online learning options to which the district facilitates access;
3. The local advisor will meet regularly with online students to ensure they are connecting to the online coursework and the online teacher and are making satisfactory progress in their online coursework;
4. The district will offer a dedicated class period during the school day in which the student may connect to an online course and to their local advisor; and
5. The district will offer access to online computers during the school day. [*Optional: include "outside" of the school day.]*

F. **Costs/Fees**

1. Courses offered to students for which the district claims state education funding, or that are included as part of the regular school day, will be paid for by the school district. Students/families may be responsible for fees as specified by the district fee schedule.
2. Courses offered to students for which the district claims no state education funding and that are not included as part of the regular school day will be paid for [*Choose the appropriate option: by students/families or by the district]*. Students/families may also be responsible for fees as specified by the district fee schedule.

G. **Granting of High School Credit for Online Courses**

1. School districts will award credit and grades for online high school courses successfully completed by a student that meet the school district's graduation requirements and are provided by an approved online provider. Credit for online courses will be granted in the same manner as other course offerings in the district;
2. Currently enrolled students should notify the district prior to enrolling in an online course provided outside of the district. The student and/or parent will

be informed, in writing, whether or not the course is eligible for academic credit from the district;

3. For students transferring credit from online courses or programs taken while enrolled outside of the district, credit will be granted according to the district transfer credit policy *[insert name and number here]*; and
4. For eligible courses, if course credit is earned, the course will be recorded on the transcript using the standardized identifier for online courses provided in the Comprehensive Education Data Research System (CEDARS).
5. Prior to enrollment, students and/ or parents will be informed in writing whether a course is eligible for academic credit.

H. **Information to Students and Parents or Guardians**

The district will use a variety of methods to provide information to parents/guardians and students regarding online learning opportunities.

Information will be provided through the district Web page, counseling office brochures, newsletters, the student handbook and other appropriate district communication resources.

Information provided will include descriptions of online courses or online school programs, enrollment information, potential fees, a description of credit awarded for courses, student eligibility requirements, methods the district will use to support student success and [*insert here any additional district graduation requirements related to online learning]*.

I. **Criteria for District Use of Non-OSPI Approved Online Courses**

1. The district may offer courses to students from providers not on the OSPI approved list only after ensuring that they meet the criteria for district use of non-approved providers as posted on the OSPI Website.
2. The district will ensure proper documentation when using non-approved online providers.

J. **Student Responsibilities**

1. Adhere to the district's code of conduct for academic integrity;
2. Comply with course/program participation and completion requirements;
3. Maintain high academic involvement;
4. Notify the district if participation in an online course/program ceases or changes;
5. Maintain agreed-upon levels and kinds of communication with the local advisor throughout the term of the online course; and
6. Participate in an online course/program orientation.

K. **Parent or Guardian Responsibilities**

1. Parents or guardians are responsible for costs/fees as outlined above in the Cost/Fees section; and
2. Parents or guardians are responsible for seeking appropriate technology – per district recommendations – for student participation in coursework outside of the school day or designated online learning period.

L. **District Responsibilities:**

1. Inform parents/guardians prior to student enrollment in any online course or program;
2. Inform staff, parents/guardians and students of the online courses and programs that are available to them;
3. Inform staff, parents/guardians and students of the online course/online school program prerequisites, technology requirements, course outlines, syllabi and possible fees;

4. Provide online students who remain enrolled in the district and who participate in the online course or program during the school day, with computing hardware and connectivity required for participation in the online course or online school program;
5. Inform staff, parents/guardians and students of how to seek and access technology resources and technological requirements beyond the school day;
6. Provide online students with an online learning support team;
7. Ensure communication between the student's local advisor and parent/guardian;
8. Ensure online courses are appropriately identified with CEDARS coding; and
9. The district will inform students and their parent/guardian of rescheduling options or grade impacts in the event a student withdraws from an online course or online school program prior to completion.

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Procedure - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

A. **Free Appropriate Public Education**
The district will provide a free appropriate public education to school-age children with disabilities in the district's jurisdiction.

B. **Child Find**
The district will annually undertake to identify and locate every qualified disabled student residing in the district's jurisdiction who is not receiving a public education and take appropriate steps to notify disabled children and their parents or guardians of the district's responsibilities under Section 504.

C. **Equal Educational Opportunity**
The district will provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to non-disabled students. The teachers of disabled students will meet comparable standards for certification that teachers of non-disabled students meet. Facilities will be of comparable quality and appropriate materials and equipment will be available.

D. **Confidentiality of Information**
The confidentiality of student records will be maintained throughout the period of time when such records are collected, stored, disclosed or destroyed by the district.

E. **Parent Involvement**

1. **Initial Evaluation.** The district will obtain the consent of parents or guardians before conducting an initial evaluation of a student. The district will notify parents or guardians of the evaluation results.

2. **Initial Placement.** The district will notify parents or guardians before initially placing a disabled student.

3. **Significant Change in Placement.** The District will notify parents or guardians before implementing a significant change in the student's placement.

4. **Right to Challenge.** The district will notify parents or guardians of their right to review and challenge the district's program and placement decisions if they disagree with them.

5. **Meetings.** Section 504 does not give parents or guardians the right to participate in a meeting during which their child's program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

F. **Participation in the Least Restrictive Environment**

1. **Academic setting**. To the maximum extent appropriate, the district will educate disabled students with non-disabled students. In order to remove a child from the regular educational environment, the district must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the district places a student in a setting other than the regular education environment, it will take into account the proximity of the

alternate setting to the student's home.

2. **Non-academic setting**. In providing or arranging for the provision of non-academic and extra-curricular services and activities, including meals, recess periods and the services and activities, the district will ensure that disabled students participate with non-disabled students in such activities and services to the maximum extent appropriate.

G. Referral and Screening

1. **Referral.** If a student, parent or guardian, teacher, counselor or administrator believe they are observing in a student substantially limited performance in one or more major life activities that is believed to be caused by a physical or mental impairment, the concerned individual should complete a referral form *[indicate where referral forms are available and to whom they should be submitted].*

2. **Screening.** A designated building team will review referrals to determine if an evaluation is appropriate. If an evaluation appears to be necessary, the district will obtain written consent from parents or guardians to perform an evaluation and/or gather additional information and will provide parents with a written statement of their rights under Section 504. If the building team determines that an evaluation is not necessary, it will provide written notice to parents/guardians, and forward the results of the screening to the source of the referral.

H. Evaluations

1. **Significant Change in Placement.** If a student is believed to be disabled and needs, or is believed to need, special education or related services, the district will evaluate the student prior to placement and before any subsequent "significant change in that placement." An evaluation need not include formal or written assessments but may involve, in appropriate circumstances, a review and consideration of existing information.

   Examples of significant changes in placement include:

   a. Expulsion;

   b. Suspensions which exceed ten consecutive days in a school year;

   c. Cumulative short-term suspensions which create a pattern of exclusion;

   d. Transferring a student to home instruction; and/or

   e. Graduation from high school.

2. **Tests and Evaluation Materials.** The district will establish procedures for evaluation and placement which assure that tests and other evaluation materials:

   a. Have been validated and are administered by trained personnel;

   b. Are tailored to assess educational need and are not merely based on IQ scores; and

   c. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (unless the test is designed to measure these particular deficits).

3. **Mitigating Measures.** The determination of whether a student is substantially limited in one or more major life activities will be made without regard to any ameliorative effects of mitigating measures which include, but are not limited to: medication, medical supplies, equipment, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services; or learned behavioral or adaptive neurological modifications. However, ameliorative effects of mitigating measures may be relevant as to whether a student needs any specific accommodation or a 504 accommodation plan.

   Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses may be considered in determining whether the impairment substantially limits a major life activity.

4. **Temporary Impairments.** A student with a temporary impairment falls within the scope of Section 504 if the temporary impairment is severe enough that it substantially limits one or more of the student's major life activities. A temporary impairment is one with an actual or expected duration of six months or less. For example, pregnancy is not generally regarded as a disability under Section 504; however, if a student was put on bed rest or otherwise limited due to pregnancy complications, this would be a temporary impairment that would qualify the student as disabled under Section 504.

   A student with an episodic impairment or a disease in remission qualifies as disabled under Section 504 if the impairment would substantially limit a major life activity when active (e.g. a student whose cancer is in remission).

A. Placement Procedures

The Section 504 team will convene to review all evaluation results, determine eligibility as a student with a disability under Section 504 and document the meeting in writing. The team composition may vary according to the needs of the student.

In interpreting evaluation data and in making placement decisions, the district will (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior; (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered; (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placements options; and (4) ensure that the student is educated with his/her non-disabled peers to the maximum extent appropriate.

Parents and guardians of students who have a plan developed under Section 504 will be provided a copy of the district policy (*see Policy 3246*) on the use of isolation and restraint at the time that the plan is created.

If the district affords a free appropriate education to a student but the parent chooses to place the child elsewhere, the district is not responsible to pay for the out-of-district placement.

J. Reevaluations

The district will provide for periodic reevaluation of disabled students. No time frame is specified in Section 504; however, re-evaluating students every three years in accordance with the requirements of the IDEA will satisfy Section 504 requirements as well. A reevaluation is also required before any "significant change of placement," as defined above in Part "H."

K. Programming to Meet Individual Needs

The district recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of non-disabled students are met. A documented procedure, such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals, may be appropriate.

XX. Non-Academic Services

The district will provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford disabled students an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreation athletics, transportation, health services, recreational activities, interest groups or clubs sponsored by the district, referrals to agencies which provide assistance to disabled persons and employment of students, including both employment by the district and assistance in making available outside employment. The district will observe reasonable health and safety standards for all students.

1. **Counseling Services.** In providing personal, academic or vocational counseling, guidance or placement services to its students, the district will provide these services without discrimination on the basis of disability. The district will ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are non-disabled students with similar interests and abilities.

2. **Physical Education and Athletics**. In providing physical education courses and athletics and similar programs and activities to any of its students, the district will not discriminate on the basis of disability. If the district offers physical education courses and operates or supports interscholastic, club or intramural athletics, it will provide an equal opportunity for qualified students with disabilities to participate in these activities consistent with their abilities and needs.

LLLLLLLLL. Preschool and Adult Education Programs

In the operation of preschool education, or day care program or activity, or an adult education program or activity, the district will not, on the basis of disability, exclude qualified students with disabilities from the program or activity and will take into account the needs of such persons in determining the aid, benefits or services to be provided under the program or activity.

N. Disciplinary Exclusion

1. **Exclusions.** Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. A disciplinary change in the student's educational placement occurs if the student has been suspended for more than ten consecutive days or if the disciplinary exclusions constitute a "pattern of exclusion" (defined below). Such disciplinary exclusions, which are change of placement, cannot be implemented unless the district first determines that the student's misconduct which led to the disciplinary exclusion was not a manifestation of the student's disability.

2. **Manifestation Determinations.** If a disciplinary exclusion (suspension or expulsion) which constitutes a change in placement is implemented, the school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals (the student's Section 504 team) determine whether or not the misconduct is a manifestation of the student's disability.

   The misconduct is considered a manifestation of the disability if the conduct was caused by, or had a direct and substantial relationship to the student's disability. This manifestation determination will take into account the student's current evaluation and individualized accommodation plan under Section 504.

   Under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to be disability-related. However, Washington state law requires the district to provide educational services to all students during a period of suspension or expulsion (See Policy/Procedure 3241).

   If a student's misconduct is determined to be a manifestation of his/her disability, procedures in #3 below will be instituted in lieu of either long-term suspension or

expulsion.

3. **Conduct That Is a Manifestation of a Disability.** When a student has engaged in misconduct which is a manifestation of to his or her disability, expulsion and/or long term suspension should not be imposed if it would result in a change in educational placement (a disciplinary exclusion from school of over ten consecutive days or exclusions which constitutes a pattern of exclusion). Days will be measured cumulatively over the period of the entire school year, with any short-term suspensions as counting toward the cumulative total.

   When a student's misconduct is related to a disability, additional evaluations and/or a change of placement should be considered. In this circumstance, the Section 504 team will meet to determine if there is a need for further evaluation or a change of program. If further evaluation is recommended, it will be conducted as soon as reasonably possible.

4. **Pattern of Exclusion.** Suspension or emergency removal of a disabled student may occur, without the need to determine if there is a causal connection with the disability, if the suspension or emergency removal is ten consecutive days or less, or if more than ten cumulative days is not a pattern of exclusion. A pattern of exclusion occurs if:

   a. The removal is for more than ten school days in a year; and

   b. The student's behavior is substantially similar to the behavior that he/she was previously removed for.

   Additional factors to consider are the length of each removal (the total amount of time the student has been removed, and the proximity of the removals to one another), and the school must determine on a case-by-case basis whether a pattern of removals is significant enough to constitute a change in placement.

5. **Right to Challenge.** Students and their parent/guardian will be notified of the results of the manifestation decision and of their right under the law to challenge this decision.

6. **Drugs or Alcohol.** Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as non-disabled students for misconduct regarding the use, sale or possession of drugs or alcohol at school.

- **Restraint or Isolation.** Restraint or isolation of students who have a Section 504 plan will be authorized only under the limited circumstances specified in Policy/Procedure 3246 and each incident will require reporting and parent/guardian notification as specified in that policy and procedure.

- **Transportation**
  If the district places a student in a program not operated by the district, the district will assure that adequate transportation to and from the program is provided at no cost to the parent.

  Because the district provides transportation to all its students within a certain geographic area, it will not discriminate in its provision of transportation to students with disabilities.

  If the district proposes to terminate a qualified disabled student's bus transportation for inappropriate bus behavior, the district will first determine the relationship between the student's behavior and his or her disabling condition. The parent or guardian will be provided with notice of the results of such determinations and of their right to challenge such determinations.

- **Procedural Requirements**
  The district will ensure compliance with the requirements of Section 504 by doing the following:

  1. **Assurance.** Provide written assurance of non-discrimination whenever the district receives federal money;

  2. **Designation of Employee.** Designate an employee to coordinate the district's Section 504 compliance activities. The Section 504 Coordinator for the district is *(insert position of designee)*;

  3. **Grievance Procedures.** Provide grievance procedures to resolve complaints of discrimination. Students, parents or employees are entitled to file grievances. The grievance procedures for the district are set out in the Procedure for Policy 3210, Nondiscrimination;

  4. **Notice.** Provide notice to students, parents/guardians, employees, unions and professional organizations of the district's nondiscrimination policy in admission and access to programs and activities, and in treatment and employment. Notice will also specify the Section 504 coordinator for the district;

  5. **Locate.** Annually undertake to identify and locate all Section 504 qualified disabled children in the district's jurisdiction who are not receiving a public education;

  6. **Annual Notification.** Annually take appropriate steps to notify disabled persons and their parents/guardians of the district's responsibilities under Section 504; and

  7. **Procedural Safeguards.** Establish and implement procedural safeguards to be provided to parents/guardians with respect to actions regarding the identification, evaluation or educational placement of persons who, because of disability, need, or are believed to need, special instruction or related services. Procedural safeguards will include:

     a. Notice of parental/guardian rights;

     b. An opportunity for parents/guardians to examine relevant records;

     c. An impartial hearing, initiated by either the parents/guardian or the district, with opportunity for participation by the student's parents/guardians and representation by legal counsel; and

     d. A review procedure.

- **Appropriate Funding**
  The district recognizes that the regular education funding of the district is the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are dual identified as Section 504 and IDEA eligible, state and federal special education funds can be used. The district will not use money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA. The district may use the IDEA money to evaluate a student if the district believes that the student may also be eligible under the IDEA.

- **Accessibility**

  1. Facilities that were constructed prior to June 3, 1977 need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities.

2. Facility alterations commenced after June 3, 1977, that affect or could affect the facility's usability must be accomplished so that, to the maximum extent feasible, the altered portion of the facility is readily accessible and usable by persons with disabilities.
3. A district can redesign equipment, reassign classes or other services to accessible buildings, assign aides to students, deliver services at alternate accessible sites or alter existing facilities. So long as there are other methods which are as effective in achieving compliance, a district need not undertake structural changes to a building.
4. District recognition of the meaning of the phrase "to the maximum extent feasible." This provision covers the instance where occasionally the nature of an existing facility is such as to make it impractical or prohibitively expensive to renovate in a manner that results in it being entirely barrier-free. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility feasible.

- **Special Considerations for ADD/ADHD Students**
  Section 504 obligations apply to all students with disabilities, including students with attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD). Under federal guidance, there are three different types of ADHD, which are categorized depending upon which symptoms are the strongest: (1) predominately inattentive type; (2) predominately hyperactive-impulsive type; and (3) combined type (where symptoms of the first two types are equally present). See U.S. Department of Education, Office for Civil Rights, *Students with ADHD and Section 504: A Resource Guide* (July 2016) (available on the Office for Civil Rights' website at http://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/disability.html).

- **Due Process Hearing or Mediation Requests**
  Due process hearing or mediation requests must be made directly to the district 504 Compliance Officer.

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- 2011 - June Issue

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Procedure - Academic Acceleration

Academic Acceleration Incentive Program for High Schools
For one-time, competitive state grant purposes, the following students are considered to have earned dual high school and college credit in a course offered by a district high school:

- Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
- Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma programme;
- Students who successfully complete a Cambridge Advanced International Certificate of Education examination;
- Students who successfully complete a course through the college in the high school program under Chapter 28A.600 RCW or Laws of 2021, ch. 71, § 1 and are awarded credit by the partnering institution of higher education; and
- Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course.

Online courses for students to earn dual high school and college credit at no cost to the student are considered to be offered by the high school.

Reporting requirement
The district will annually report the following information regarding dual credit programs to the Office of the Superintendent of Public Instruction:

- Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
- Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma programme;
- Students who successfully complete a Cambridge Advanced International Certificate of Education examination;
- Students who successfully complete a course through the college in the high school program under RCW 28A.600.290 and are awarded credit by the partnering institution of higher education;
- Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course; and
- Students who successfully complete a course through the Running Start program under RCW 28A.600.300 and are awarded credit by the institution of higher education.

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Procedure - High School Graduation Requirements

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school and each year thereafter, each student and his or 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, unless requested otherwise by the student and the student's family, the district will 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 the high school students 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 taught 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.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.
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 or if they want the credit to be transcribed with a nonnumerical grade.

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 an out-of-state or out-of-country program. 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 matches a district graduation requirement—or the credits may be counted as elective credits. The district will evaluate credits from unaccredited programs 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
The following are the subject and credit requirements that a student must meet to graduate:

A. Four credits in English.
B. Three credits in mathematics.
    1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
    2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.
    3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:
        i. Repeat the course or courses for credit in high school; or
        ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.
    4. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of mathematics so long as:
        i. Before substituting the mathematics course, the counselor provides the student and the student's parent/guardian with written notification of postsecondary consequences due to the substitution;

ii. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
iii. The substitution aligns with the student's high school and beyond plan; and
iv. The student has not already substituted a third-year science course for a computer science course.

C. Three credits in science.
    1. Two science credits must be in laboratory science.
    2. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.
    3. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of science so long as:
        i. Before substituting the mathematics course, the counselor provides the student and the student's parent or guardian with written notification of postsecondary consequences due to the substitution;
        ii. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
        iii. The substitution aligns with the student's high school and beyond plan; and
        iv. The student has not already substituted a third-year mathematics course for a computer science course.
D. Three credits in social studies.
    1. One social studies credit must be in United States history.
    2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
    3. One-half social studies credit must be in civics.
    4. One social studies credit must be in an elective course or courses.
    5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.
E. Two credits in world languages or personalized pathway requirements.
    1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
    2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.
F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.
G. One-half credit in health.
H. One and one-half credit in physical education.

I. One credit in career and technical education.
    1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
    2. A student who earns credit through a career and technical education course determined by the district or by the Office of the Superintendent of Public Instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

J. Four elective credits.

Total number of credits required to graduate: 24.

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 or planned learning experience;
D. The state learning goals and related state learning standards are part of the program or planned learning experience;
E. A description of how credits will be determined in accord with WAC 180-51-050(1);
F. The content outline of the program and/or major learning activities and instructional materials to be used;
G. A description of how student performance will be assessed;
H. The qualifications of instructional personnel;
A. The plans for evaluation of the program; and
J. How and by whom the student will be supervised.

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. Students must be of junior standing or above to be eligible for the program. Rising juniors, those who have completed their sophomore year and have yet to begin their junior year, may enroll for up to ten quarter credits, or the semester equivalent, during the summer academic term.

Students earn college credit, which is also converted and applied to their high school transcript.

The district will provide general information about the Running Start program to students in grades ten, eleven, and twelve and the parents and guardians of those students. The information will include information about the opportunity to enroll in the program through online courses available at community and technical colleges and other state institutions of higher education, enrollment opportunities during the summer academic term, and the college high school diploma options under RCW 28B.50.535.
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. At a minimum, college-level skills 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. Students are permitted to enroll in a combined annual average of 1.4 FTE between the high school and the college, except in the 2026–2027 and 2027–2028 school years, in which the combined maximum enrollment is 1.3 FTE.
C. Obtain a Running Start verification form from the college or their high school counselor. Work with a high school counselor and the college to verify course decisions and coverage of tuition via state funding for selected courses. Parent consent 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 a school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

For more information about Running Start, review RCW 28A.600.300 through RCW 28A.600.402 and chapter 392-169 WAC.

Credit for Career and Technical Work-Based Learning
In accordance with WAC 392-410-315, the district may accept worksite learning in lieu of either required or elective credits.

College in the High School
The district may offer a college in the high school program in accordance with RCW 28A.600.287 and chapter 392-725 WAC. 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.

National Guard High School Career Training

In accordance with WAC 392-410-320, WAC 392-410-325, and WAC 392-410-327, the district may grant credit for National Guard high school career training in lieu of either required or elective high school credits.

Home School Credit
Guidelines for granting high school credit for homeschooling are as follows:

A. To gain credit for a course of study, a student will provide the following:
    1. A journal that reflects the actual work completed during a home-study course of study;
    2. Exhibits of any specific projects completed (e.g., themes, research papers, art and/or shop projects); 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% 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 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.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT
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.

Plan Development
Beginning by the seventh grade, each student will be administered a career interest and skills inventory, which is intended to inform eighth grade course scheduling and the development of an initial high school and beyond plan.
No later than eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.

By ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. These courses may include career and technical education equivalencies in mathematics adopted pursuant to 28A.230.097 and district policy.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in 10th grade to reflect high school assessment results in RCW 28A.655.070(3), ensure student access to advanced course options per the district's academic acceleration policy, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

For students who have not met the standard on state assessments or who are behind in completion of credits or graduation pathway options will be given the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet all high school graduation requirements. The parents or legal guardians shall be notified about these opportunities as included in the student's high school and beyond plan, preferably through a student-led conference that includes the parents or legal guardians, at least annually until the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to postschool transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students and integrated with the statewide online system for individualized education programs developed under RCW 28A.155.275, to the greatest extent possible, in order to relieve duplication between the two plans.

The district will involve parents and legal guardians to the greatest extent feasible in the process of developing and updating the high school and beyond plan. The plan will be provided to the student and students' parents or legal guardians in a language the student and students' parents or legal guardians understand and in accordance with the district's language access policy and procedures, which may require language assistance for students and parents or legal guardians with limited English proficiency.
The district will annually provide students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district. The district will begin to provide this information beginning in sixth grade. The district will provide this information in accordance with the district's language access policy and procedures.

The district may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary and career pathways. Partnerships may include high school and beyond plan coordination and planning, data sharing agreements, and safe and secure access to individual student's high school and beyond plans.

Components of the High School and Beyond Plan
All high school and beyond plans must, at a minimum, include the following elements:

A. Identification of career goals and interests, aided by a skills and interest assessment;
B. Identification of secondary and postsecondary education and training goals;
C. An academic plan for course taking that:
    1. Informs students about course options for satisfying state and local graduation requirements;

    2. Satisfies state and local graduation requirements;

    3. Aligns with the student's secondary goals, which can include education, training, and career preparation;

    4. Identifies available advanced course sequences per the District's academic acceleration policy, that include dual credit courses or other programs and are aligned with the student's postsecondary goals;

5. Informs students about the potential impact of their course selections on postsecondary opportunities;

6. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;

7. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and

8. If applicable, identifies opportunities for credit recovery and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade level progression and gradation per RCW 28A.320.192;

D. A postsecondary financial aid application element that includes:

1. Identification of whether the student is enrolled in the college bound scholarship program established in chapter 28B.118 RCW;
2. Evidence that the student has received information about completing postsecondary financial aid applications that are required for obtaining financial aid for which the student may be eligible;
3. Identification of whether the student has completed state or federal financial aid applications; and
4. Evidence that the student has received the following:
    i. Information about the college bound scholarship program, the Washington college grant created in RCW 28B.92.200, the Washington opportunity scholarship established in chapter 28B.145 RCW, and other scholarship opportunities. Beginning the 2027–2028 school year, information provided to the student in accordance with this provision must be reviewed by the student and the appropriate staff, to the extent practicable, after the student has indicated completing an applicable postsecondary financial aid application. The purpose of the review is to determine whether the student is or may be eligible for the college bound scholarship program, the Washington college grant, the Washington opportunity scholarship, or other scholarship opportunities, and has completed an applicable postsecondary financial aid application.

    ii. The documentation necessary for completing state and federal financial aid applications, including information about application timelines and submission deadlines; and importance of submitting applications early;

    iii. Information specific to students who are or have been the subject of a dependency proceeding pursuant to chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or legal guardian will be required to provide financial and tax information necessary to complete financial aid applications;

iv. Information about opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or legal guardians, with filling out financial aid applications in accordance with RCW 28A.300.815; and

v. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280.

E. 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, extracurricular activities, and any community service including how the district has recognized the community service.

IV. 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.

The district will provide annual notice, in a way that conforms with Board Policy 4218 – Language Access modify as necessary for your district to students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district.

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option that the district offers. At a minimum, the data on graduation pathway participation and completion will be disaggregated by the student groups described in RCW **28A.300.042** (1) and (3), and by:

- Gender;
- Students who are the subject of a dependency proceeding pursuant to chapter **13.34** RCW;
- Students who are experiencing homelessness as defined in *RCW **28A.300.542**(4); and
- Multilingual/English learners.

If the results of the analysis required under the statute show disproportionate participation and completion rates by student groups, then the school district will identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.

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.

Before course scheduling or course registration for the next school term, the district will provide the following information to students in grades nine through twelve and their parents: information about each available dual credit program and any financial assistance available to reduce dual credit course and exam costs for students and their families. The information will be provided by email and other communication methods. To the extent feasible, the information will we translated into the primary language of each parent or legal guardian.

High School Transition Courses
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 and International Baccalaureate Programs
A student may demonstrate career and college readiness by meeting the requirement of A or B below in the AP, international baccalaureate, and Cambridge international courses in English language arts or mathematics that the state board of education designates as eligible to be used to meet this standard:

A. Earning high school credit with a grade of C+ or higher in each term in the eligible AP, international baccalaureate, and Cambridge international courses in English language arts or mathematics course; or

B. Earning at least the minimum score of three on advanced placement exams, four on standard-level and higher-level international baccalaureate exams, or scores of E(e) or higher on A and AS level Cambridge international exams for the corresponding courses.

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.

Performance-based Learning Experience
Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.

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 or apprenticeships 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.

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements.

To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

VI. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student.
The following process will be followed to help a student with an IEP graduate:

A. Before the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, the IEP Team (including a special education teacher, general education teacher, parents, student (as appropriate), and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) will discuss 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. 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 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 decision that modifies 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.

VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the criteria described in WAC 392-410-350.

VIII. 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 22 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 to wear an item or object of cultural significance with or attached to their gown at high school commencements and other official graduation ceremonies and events. "An item or object of cultural significance" may include multiple items or objects if they are traditionally worn or used together. Items or objects worn in accordance with this Procedure must be befitting of the ceremony or event and adhere to the district's applicable decorum requirements. The discretion and authority of a school district to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or 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 and authority to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or event, and 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. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
C. Students who participate will use good taste in their choice of accessories for their attire.

D. Each student who participates will cooperate with the class advisor and 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.

IX. AWARDING DIPLOMAS POSTHUMOUSLY

At the request of a parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

A. Was enrolled in a public school in the district at the time of death;

B. Was deemed on-track to graduation before the time of death; and

C. Died after matriculating into high school.

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

X. WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma based on the student's damage to property in accordance with Board Policy 3250 – Student Fees, Fines, or Charges.

Any student discipline will be in accordance with Board Policy 3241 - Student Discipline. Student discipline may include denying 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.

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Management Resources:

- 2026 - July Issue
- 2025 - July Issue
- 2023 - December Issue
- 2023 - July Issue
- 2021 - June Issue
- 2020 - December Issue
- 2019 - July Policy Issue
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- 2013 - September Issue
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