Griffin School District #324

Griffin School Board Study Session

Date and Time

Wednesday November 4, 2026 at 6:00 PM PST

Location

Griffin School District - *Library*
6530 33rd Avenue NW
Olympia, WA 98502

Zoom Link

Agenda

		Purpose	Presenter
I.	**Opening Items**		
	A. Record Attendance		
	B. Call the Meeting to Order		
	C. Pledge of Allegiance		
	D. Land Acknowledgement		Grace Nixon
	E. Approval of Agenda	Vote	
II.	**New Business**		

		Purpose	Presenter
A.	School Board Student Representative Introductions	FYI	Kirsten Rue
B.	Legislative Priorities	Discuss	Emma Rose

III. Old Business

A.	WSSDA Survey Topic Follow-Up	FYI	Blair Baker

Standard 4: Hold school district accountable for meeting student learning expectations. Annually review and make recommendations to the district plan and school improvement plans.

B.	Board & Superintendent Operating Agreement	Discuss	

IV. New Policy

V. Policy Updates

A.	2190 Highly Capable Programs	Discuss	
B.	2220 School Calendar	Discuss	
C.	2333 Flag Exercises	Discuss	
D.	2420 Grading and Progress Reports	Discuss	
E.	3115 Students Experiencing Homelessness	Discuss	
F.	3120 Enrollment	Discuss	
G.	3205 Sexual Harassment of Students Prohibited	Discuss	

VI. Policy Review

A.	2165 Home or Hospital Instruction	FYI	

VII. Policy Removal

VIII. Student Representative Report

A.	September & October Student Update	FYI	Grace Nixon
B.	Upcoming Student Events	FYI	Asher Strumski

		Purpose	Presenter
IX.	**Superintendent Updates**		
	A. Superintendent Kirsten Rue	FYI	
X.	**Closing Items**		
	A. For the Good of the Order		
	B. Adjourn Meeting	Vote	

"Where students thrive, feel valued, and shape a better world."

Coversheet

WSSDA Survey Topic Follow-Up

Section: III. Old Business
Item: A. WSSDA Survey Topic Follow-Up
Purpose: FYI
Submitted by:
Related Material: Board Self Assessment_ WSSDA Survey Topics 2026 (11.4.2026).pdf
School Board Self-Evaluation Blair Baker.pdf

GRIFFIN SCHOOL BOARD

Board Self Assessment: WSSDA Survey Topics 2026

(Board Member)

STANDARD 1: PROVIDE RESPONSIBLE SCHOOL DISTRICT GOVERNANCE BY:

- Together with the Superintendent, share responsibility for the orientation of new board members and forming a new inclusive team? *(Benchmark of Success F: Working as an effective and collaborative team.)*

(Board Member)

STANDARD 3: CREATE CONDITIONS DISTRICT-WIDE FOR STUDENT AND STAFF SUCCESS BY:

- Have policies that ensure hiring and retention of highly qualified staff? *(Benchmark of Success B: Employing and supporting quality teachers, administrators and other staff and providing for their professional development.)*
- Have policies that support research-based, best practices for staff development? *(Benchmark of Success B: Employing and supporting quality teachers, administrators and other staff and providing for their professional development.)*
- Have a long-term facilities plan in place for construction and maintenance? *(Benchmark of Success C: Providing for learning essentials, including rigorous curriculum, technology and high quality facilities)*

(Blair)

STANDARD 4: HOLD SCHOOL DISTRICT ACCOUNTABLE FOR MEETING STUDENT LEARNING EXPECTATIONS BY:

- Annually review and make recommendations to the district plan and school improvement plans? (*Benchmark of Success A: Committing to continuous improvement in student achievement of each school and throughout the district).*

- Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness? *(Benchmark of Success C: Measuring student academic progress and needs based on valid and reliable assessments.)*

School Board Self-Evaluation “Don’t Know” #1: Related to WSSDA Standard #4

Hold school district accountable for meeting student learning expectations by:

annually review and make recommendations to the district plan and school improvement plans

3 Key Policies:

2004, 2005, 2090

Policy 2004
Section: 2000 - Instruction

Performance Improvement Goals

Adopting Performance Improvement Goals

Annually, the board will do the following:

1. Adopt district-wide performance improvement goals for the measures included in the Washington school improvement framework.

2. Direct each school in the district that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.

The district and each school in the district will establish English language arts and mathematics improvement goals using the federal requirements to determine the increase in requirements described above for all students and for each of the groups required under the federal requirements.

Policy 2004 Continued

Reporting Progress

Annually, the board will report the following information at a public meeting and in writing:

1. The district's performance improvement goals;
2. Student performance relative to the goals; and
3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Policy: 2005
Section: 2000 - Instruction

School Improvement Plans

Each school will develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school will submit its plan to the board of directors by October 31st of each year for initial approval and annual review.

Each school improvement plan or process will be data driven and will promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency. The intent is that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Policy: 2090
Section: 2000 - Instruction

Program Evaluation

The superintendent or designee will prepare an annual report that reflects the degree to which district goals and objectives related to the instructional program have been accomplished. The district will annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished. Specifically, the district will adjust its curriculum if student performance indicates the district's students need assistance in identified areas.

Coversheet

Board & Superintendent Operating Agreement

Section: III. Old Business
Item: B. Board & Superintendent Operating Agreement
Purpose: Discuss
Submitted by:
Related Material:
Draft Edits 2026_ GRIFFIN BOARD & SUPERINTENDENT OPERATING AGREEMENTS.pdf

BOARD MEMBER & SUPERINTENDENT OPERATING AGREEMENTS

Board & Superintendent Operating Agreements

Introduction

Successful organizations are the result of effective and dynamic leadership. To assure a quality operation, leaders must establish agreed upon ways of working together. Operating principles define the beliefs, values, and methods of working together. In this handbook, the board members and superintendent memorialize principles and traditions and emphasize the importance of clearly communicating the commitment to continuing them.

This handbook provides a summary of the governing approach adopted by the Griffin School Board. It is developed for the benefit of its current and future members as a way of explaining how the Board fulfills its responsibilities.

The Board understands that public education is the *paramount duty* of the state, as boldly declared in the Washington State Constitution. As a legal entity, and therefore an agent of the state, our Board fully accepts its obligation to fulfill this state responsibility at the local level for the students of our district.

To provide the necessary and appropriate leadership for the Griffin School District, the Board of Directors–collectively and each individual member–commits to governing as a professional governing board. This means a shared understanding of and commitment to the values, principles, policies, practices, and procedures adopted by the Board, a focus on continuous learning and improvement in our governing skills, and a willingness to serve as a model of governance for students, staff, the Griffin community, and our colleagues on other school boards.

This handbook is written in abbreviated form. Therefore, the specific language in state law, regulation, or actual board policy supersedes any questions or possible conflicting interpretations that may arise from the language found herein.

I. The Board of Directors

A. Purpose: The Griffin School District Board of Directors is committed to governing with excellence, to assure on behalf of the community that the district achieves its mission: “Where students thrive, feel valued, and shape a better world.” Students’ interests come first. After their safety, the board members and superintendent value above all else students’ achievement. The board will represent the needs and interests of each child in the Griffin School District as its primary responsibility.

B. Board Work: The job of the Griffin School Board is defined through ongoing growth and development in three areas:

1. **Policymaking:** The Board sets expectations for the district, incorporating community values and priorities into principles that provide guidance for the superintendent, and self-guidance for the Board itself.

2. **Assurance of Organizational Performance:** The Board reviews how the district and Board are performing by comparing actual results with the standards outlined in their policies, which specify what the desired outcomes should be.
3. **Community Connection:** The Board connects with the community to learn its values and priorities. It then uses those values as a guide in setting policy to govern the community's schools.

C. **Governance Approach:** The Griffin School District governs through policy that guides the Board in its own work, policy that guides the Superintendent in conducting district business; ongoing monitoring of district and Board performance; and a commitment to continuous improvement through individual and board professional development.

D. **Core Values:** The Board commits to the following values, and will:
1. Believe that all students can learn and succeed at a high level.
2. Deliberate in many voices but govern as one. It will encourage vigorous and thorough examination of all sides in debate, then take a board vote to speak with one voice by putting its decisions in writing.
3. Cultivate a sense of group responsibility, understanding that the Board, not the staff or administration, is responsible for excellence in governance.
4. Actively lead the district through policies that provide a clearly articulated vision for the district with a shared understanding of the community's desired end results, broad and clearly written values, and principles to guide the staff in operational planning, and continual monitoring of district, school, and student performance.
5. Uphold high standards of excellence in governance, including a willingness to hold itself and individual Board members accountable for their actions.
6. Insist on the pursuit of excellence by all those who have a role in the school district–staff, students, and Board members.
7. Continually monitor its own process, performance, and progress.
8. Commit, both individually and collectively, to being well-informed on local, state, and national educational issues.
9. Formally and informally recognize and celebrate district, school, staff, and student success.
10. Regularly communicate with the community about school district performance, direction, initiatives, issues, and ideas.
11. Intentionally and intelligently advocate for the school district and its students at the local, state, and national level.
12. Always strive to act in the interest of what is best for all students.
13. Serve as a model of positive professional and ethical conduct.

II. Board Authority

The authority exercised by the School Board is derived from the state constitution, state laws pertaining to schools, and policies established by the Board itself.

A. **Washington State Constitution:** Washington has the strongest language of any of the 50 states regarding support of public education:

Article IX, Section 1 of the Washington State Constitution states: “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.”

Article IX, Section 2 also states: “The legislature shall provide for a general and uniform system of public schools.”

B. **Revised Codes of Washington (State Law):** Washington state law empowers the Board with specific and broad authority over the administration of the Griffin School District. For example, legislation assigns to the Board responsibility (and requisite authority) to set policy for the district, prescribe a course of study, ensure quality in the education program and curriculum standards, employ, and evaluate the superintendent, determine instructional hours, adopt a budget, and approve curriculum and textbooks.

C. **Board Policy:** The Board of Directors is a part time governing board responsible for establishing a vision for student learning, setting policy for carrying out that vision and monitoring progress to ensure that the district achieves what is desired. The Board of Directors does not function as a full-time manager responsible for day to day operations, but instead holds the Superintendent accountable for operating in a prudent, ethical, and responsible way to achieve the vision set forth.

D. **Authority of Individual Board Members:** Individual Board members have no authority except through the actions of the collective/entire Board. The statements or actions of individual Board members do not obligate the Board, except when authorized by an official act of the Board. Board members should never speak or act, nor imply they are speaking or acting, on behalf of the Board or the school district when they have not been so authorized by the Board.

E. **Authority of the Superintendent:** The Superintendent acts under the delegated authority of the Board to bring about organizational end results that the Board has established in writing, while ensuring that the district operates within limits also established by the Board in writing. As long as the district remains in accord with the Board’s written policies, the Superintendent has full authority over the district and can select the means by which to achieve Board-established ends.

III. Elective Office

A. **Election of Directors:** The Griffin Board of Directors is a five-member, non-partisan Board. Board members serve four-year terms, with two or three members up for election every odd-numbered year. Each Board Director must have permanent residence in their district area. (1-5).

B. **Board Member Qualifications:** To be eligible to serve on the Board of Directors, individuals must be citizens of the United States and the State of Washington, and registered voters residing within the boundaries of the Griffin School District. Beyond the minimum requirements, it is expected that Board members share a commitment to providing an exceptional educational experience for all students, a willingness to work and study to become well-versed in board governance, public education in general, the Griffin School District in particular, and a sincere desire to be part of a high-functioning governing body that takes the responsibilities of public service seriously.

C. **Filing for Election:** In order for an individual's name to be placed on the November ballot, they must file for election at the Thurston County Auditor's office during the designated filing period–usually one week in May/June of odd-numbered years for those positions up for election/reelection in November.

D. **Filling a Vacancy on the Board:** If a vacancy occurs between elections, the Board fills the vacancy by appointment. The Board will publicize the vacancy, seek applications, and interview candidates. The appointment of an individual to fill a Board vacancy will be effective until the next scheduled Board election, when the appointed member's seat will be on the ballot, either to fill the remaining two years of the term or to serve a new four-year term, whichever is applicable.

IV. Board Administration and Board Member Expectations

A. **Board Member Orientation:** As part of its commitment to good governance, the Board will provide orientation opportunities for new members and candidates. Once candidates for the Board are elected, they will be provided with a series of on-boarding opportunities under the guidance of the Board Chair.

In accordance with Policy 1112 Director Orientation: Upon election to the Board, newly elected members will be expected to participate in all orientation opportunities, including professional development offered by the Washington State School Directors' Association (WSSDA), even if such opportunity occurs before being officially sworn in.

Orientation opportunities include, but are not limited to, those outlined in Policy 1112, and the following:

1. Meeting with Board Chair
2. Meeting with the Superintendent and the Board Chair
3. Meeting with each individual Board Member and the Board Chair or Vice Chair
4. Meeting with the Director of Finance, the Superintendent, and the Board Chair or Vice Chair
5. Meeting with the Directors of Facilities and Technology, the Superintendent, and the Board Chair or Vice Chair

B. Oath of Office: Upon election or appointment, before being seated each board member takes an oath of affirmation to support the Constitution of the United States and the state of Washington and to faithfully discharge the duties of the office according to the best of their ability.

C. Individual Board Member Duties and Job Expectations: As an elected public official, an individual Board member owes ultimate allegiance to the public. However, the Board expects individual board members commitment to Board member principles and the collective effectiveness of the Board.

D. Conflict of Interest: A conflict of interest is considered to exist whenever a board member is or may reasonably appear to be able to request or receive, directly or indirectly, anything of value for or on account of his or her influence as a member of the Board of Directors. Board members are expected to communicate with the Board Chair whenever they have an interest in an issue that might compromise or call their judgment into question, and to refrain from voting on that issue.

E. Board Member Professional Development: The Board is committed to continuous improvement and understands that in order to perform at a high level, its members must be well informed about the Griffin School District, board governance, and educational best practices. The Board will participate in professional development opportunities. The district will reimburse members for reasonable in-state and pre-approved out-of-state expenses for professional development offered by third parties. Examples of these professional development opportunities include annual conferences, regional meetings, workshops, or training sessions conducted by WSSDA, NSBA conferences, and other similar and relevant opportunities. Board members are also encouraged to read, share and exchange professional articles from school board and governance publications and journals.

F. Board Member Requests for Information: It is important for Board members to be informed about the school district and the performance of its students. The Superintendent regularly provides Board members with information via the pre-meeting Board packet and presentations at Board work sessions and

meetings. Board members who seek additional information are expected to route such requests through the Superintendent. If the information sought by individual Board members is not readily available without an amount of staff effort that the Superintendent deems significant, Board members will be asked to obtain the approval of the Board majority so that information requests do not result in unnecessarily high cost or unnecessarily distract staff from their primary responsibilities.

G. **Student Information:** Except for statutorily mandated exceptions, such as disciplinary hearings, Board members do not get involved with individual student matters. Individual student information is confidential and Board members only have access to such information when it is necessary for performing a function in their official capacity.

H. **Visits to School:** Board members are encouraged to become informed about the Griffin School District, and yearly visits to the school are part of that process. Although informal and unannounced visits on campus may occur, any Board member related visits should be coordinated through the Office of the Superintendent. While visiting the school, Board members keep in mind that they are inevitably seen as a Board member even when their intended involvement is as a parent (e.g., back-to-school night) or as a community member (e.g., athletic events). They should also remember that they do not serve in an administrative capacity and should not attempt to direct, criticize, or otherwise interfere with staff members performing their duties.

I. **Indemnification of Board Members:** Washington law provides that the school district must indemnify and hold school employees, volunteers, and Board members harmless from any claim, demand, or judgment from negligence in the performance of their duties and responsibilities. This protection includes legal fees, expenses, and other costs.

J. **Discipline of Board Members:** Board members are independently elected by the public. They may disagree with other members regarding actions of the Board or directions taken by the district. Vigorous, civil, and full debate of issues is a hallmark of good Board member participation, so independence of thought will not be suppressed by the Board majority.

   But in cases where a member violates board policies, interferes with the orderly and efficient operation of the district, or acts in ways contrary to the best interests of the district, those actions may be subject to informal or formal response by the full Board. Such action will be used rarely, if at all.

   In most cases, informal action calls for a fellow member or the Board Chair to speak privately with the Board member about the infraction, reminding them of

their mutually agreed upon governing commitments. If informal conversation is not successful or in more serious circumstances, the principle of progressive response applies.

The Board has the option, for example, of speaking out publicly or taking a vote of censure. Censure is an expression of Board disapproval concerning the actions of an individual member. Service as a Board officer is a privilege and not a right, so (although this would be a highly unusual action) Board officers can be removed from their officer position by a majority vote of the Board. The Board of Directors cannot remove individuals from the Board itself except in cases of excessive absenteeism.

V. Board Structure and Functions

A. Board Officers: The Board of Directors has two officers: chair and vice chair. The Board elects officers at its Annual Meeting, which is the regular Board meeting held in December immediately following Board elections. Officers are elected by roll call vote.

The Board Chair facilitates all meetings and ensures that the Board follows Roberts Rules for conducting meetings. The Board Chair and Vice Chair, working closely with the Superintendent, plan meeting agendas. Special meetings may be recommended by the Superintendent to conduct the Board's business. The Chair also serves as the Board's spokesperson. The Chair is responsible for reviewing Board member assignments to committees and signing documents on behalf of the Board.

The Vice Chair presides over meetings when the Chair is absent, assists the Chair in planning meeting agendas as needed, and is responsible for board self-monitoring, including keeping time during public comment.

Each of these positions acts as a representative of the board, not as an individual. No process or initiative should be acted upon without a full representation of board views.

B. Board Member Participation on Committees:
The Board Chair approves the assignment of each Director to one of the following positions:

Tribal Liaison: Serves as the primary board point of contact for local Tribal governments and Indigenous communities. This role focuses on building strong, respectful partnerships, supporting tribal consultation requirements, and ensuring Native student success and cultural integration across the district.

Community Liaison: Acts as the bridge between the school board, superintendent, and the broader community. This role helps facilitate two-way communication, gathers community feedback, and fosters collaborative relationships with local organizations, families, and stakeholders.

Legislative Representative: Serves a two-year term (elected in December of odd-numbered years) as the board's liaison to the Washington State School Directors' Association (WSSDA). This role monitors proposed education legislation, presents local views at WSSDA's General Assembly, provides regular updates to the board, and builds relationships with policy makers regarding key educational priorities.

~~The Board approves the assignment of a legislative committee, community-based committees, and district advisory committees.~~

~~The legislative committee members represent the Board at state association legislative assemblies/conferences and the annual delegate assembly, assists in the development of the annual legislative agenda and keeps the Board informed of legislative issues throughout the year.~~

~~The Board may approve the assignment of a Board member to a community-based committee when the Board has been requested to have standing representation on a committee.~~

~~The district may convene advisory committees for the purpose of helping the Superintendent prepare recommendations for Board action. Board members may serve on these committees, acting in an advisory capacity to the Superintendent. Current Griffin Board advisory committees include:~~

- ~~Policy Committee~~
- ~~Budget Committee~~
- ~~Facilities Committee~~
- ~~Personnel Committee~~

C. **Board Work-Study Session (special board meetings):** Typically, on a monthly basis, the Board schedules work-study sessions to investigate issues in greater depth than can be done at a regular board meeting. Notice will be given just as if a regularly scheduled Board meeting is to be held, and the meetings are open to the public. In these meetings, the Board's work is similar to that of an advisory committee, preparing actions to be brought to the Board in a regular meeting. No action is taken. No public comment will be taken at these meetings.

D. **Board Policymaking:** One of the three major work products of the Board is policy that serves as guidance for the effective and efficient operation of the school district. Board policies are developed in accordance with Washington laws

and regulations, and in alignment with the Board's other policies. It is important that Board policies be regularly reviewed and updated, which in addition to the adoption of new policies, is the sole responsibility of the Board.

E. **Board Hearings:** One of the responsibilities of the Board of Directors is to conduct hearings. For many of these, such as student disciplinary hearings and employee personnel hearings, the Board serves as an impartial hearing panel. In these instances, Board members must make their decision based only on evidence and information presented at the hearing. Regardless of whether the Board is serving as an impartial panel, or in a grievance hearing, Board members have an obligation to treat those coming before them respectfully and fairly, adhering to the highest standards of professional conduct.

F. **Budget Process:** The Board is responsible for the adoption of a budget for the school district. The Superintendent presents a proposed budget to the Board on an annual basis, usually in July. Prior to budget adoption, the Board allows for a public hearing in which it will consider presentations from school district administrators and public comments.

G. **Hiring the Superintendent:** The selection of a Superintendent is one of the most important decisions that a Board of Directors can make. Accordingly, this process should follow Board policy.

H. **Hiring Staff:** In accordance with state law, the Board reserves to itself official confirmation of the Superintendent's hiring decisions. Nevertheless, except when hiring the Superintendent, the Board does not exercise a primary role in the hiring process. The Board delegates authority over the selection process to the Superintendent, who will identify the best qualified personnel for hiring.

I. **Assignment of Responsibility to the Superintendent:** Under state law the Superintendent is the board secretary and chief executive of the district. He/she is responsible for leading and managing the school district, hiring and supervising personnel, developing and administering the budget, and advising the Board on educational trends and research, board policies and applicable laws. The Superintendent regularly communicates to the Board the district's progress in achieving desired results for students.

J. **Delegation of Authority to the Superintendent:** The Board delegates to the Superintendent sufficient authority to administer district operations, accomplishing desired results while complying with applicable laws, regulations, and policies.

K. **Superintendent Accountability:** The Superintendent is the only school district employee directly supervised by the Board of Directors. The Board evaluates the

Superintendent's performance, makes decisions concerning employment contract, including job expectations, compensation, and contract length (up to the statutory limit of 3 years).

L. **Board Accountability:** The Board holds itself accountable through a self-evaluation process. The Board will use the WSSDA School Board Self-Evaluation tool for this purpose. As part of this process, the Board will periodically review its conduct, its adherence to policy, its treatment of the public, staff and one another, its focus on student achievement, and its maintenance of the Board-Superintendent relationship.

VI. Board Meetings

A. **The Board Does Its Work in Meetings:** The Board is a collective body and by statute can only act when a quorum is assembled in a legally constituted meeting. Between meetings individual Board members or two members working together can do pre-board work, preparing work to be brought to the Board for action, but cannot substitute their own actions for action taken at an open public Board meeting.

B. **General Meeting Structure:** Regular Board meetings are structured to efficiently conduct the Board's business with the first part consisting of opening activities such as the pledge of allegiance, consideration of the consent agenda and required approvals, and hearing public comments. The next section of the meeting is dedicated to the Superintendent's report (including a fiscal report), and the last section is "for the good of the order", which includes any Board members' reports and/or committee updates.

C. **Annual Meeting:** The first Board meeting following final certification of Board member elections (normally in December), is when the Board holds its Annual Meeting. At this meeting, newly elected Board members are sworn in and seated with the Board for the first time, and the Board elects its officers.

D. **Meeting Schedule:** In accordance with Policy 1400 Meeting Conduct, Order of Business and Quorum: With a few exceptions, Board Work-Study Sessions (special meetings) are typically held at 6 pm on the second Wednesday of each month in the Griffin Library and Regular Board Meetings are held at 6 pm on the fourth Wednesday of each month in the Griffin Cafeteria, or at other times and places determined by the Board Chair or a majority vote of the Board.

E. **Notice of Meetings:** Except in emergency circumstances, all Board meetings must be posted at least twenty-four hours in advance. Board members receive meeting agendas and relevant documents and materials prior to meetings, normally on the Friday ~~weekend~~ prior to a meeting.

F. **Public Records Requests:** All public records requests are handled by the Superintendent's office. If a Board member receives a request, direct the requestor to the Superintendent.

G. **Regular Meetings:** Regular meetings of the Board are those meetings listed on the calendar which is adopted annually by the Board. Board meetings are generally held at 6 pm in the Griffin School Cafeteria.

H. **Special Meetings:** In accordance with Policy 1400 Meeting Conduct, Order of Business and Quorum: Special Meetings typically happen monthly in the form of a Work-Study Session on the second Wednesday of each month. Special meetings may also be called by the Board Chair or at the request of the majority of the Board Members. Special meetings can be called for a specific purpose and may consist of a single agenda item.

I. **Board Quorum:** Three members of the Board constitute a quorum. Unless otherwise specified by law or board policy, a majority of board members present and voting on a particular item is sufficient for approval.

J. **Public Comment at Meetings:** The Board provides an agenda item at the beginning of each meeting for public comment, enabling any individual to address the Board on any subject, regardless of whether or not it is specifically listed on the agenda. Three minutes is typically allotted to each speaker, but the time limit may be modified by the Board Chair. Per Board Policy 5161 Civility in the Workplace, no inappropriate or disrespectful conduct is allowed. Persistence in such conduct will be grounds for termination by the Chair of that individual's privilege to speak and, if disruptive behavior continues, removal from the meeting.

   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 the 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 above and must be received by the Superintendent's office at least 24 hours before the board meeting. All written public comments timely submitted will be distributed to each board member.

K. **Meeting Agendas:** The Superintendent, guided by the Board's adopted annual schedule of presentations prepares a meeting agenda for each Board meeting. The Board Chair and/or Vice Chair typically review and approve it on behalf of

the Board. Meeting agendas, along with necessary supporting documents and materials, are distributed to Board members on the Friday before the meeting (with the exception of some fiscal reports, which will be sent to the Board and added to the agenda no later than 24 hours before the scheduled Board meeting). Board agendas are designed to ensure focused, informed discussion on student learning and related educational issues that the Board will be addressing. Board agendas do not include matters that are unnecessary, trivial, or are best addressed at the staff level. At each Board meeting, items may be added to the agenda with the approval of the Board.

L. **Consent Agenda:** Agenda items that require a Board vote but do not require discussion are placed on the consent agenda.

M. **Required Approvals:** Items that require Board approval are added to the agenda item “Required Approvals.” All items on the list have been prepared by District staff in alignment with District policy and state law. District staff are usually available to answer questions about these items and appreciate receiving questions in advance of the meeting in order to provide a thorough response and explanation for a Board Director.

N. **Preparation for Meetings:** Board members are expected to prepare for meetings by reading all materials provided in advance and communicate with the Chair. Board members with specific questions about the materials are asked to email the superintendent’s office so that district staff can prepare to answer questions during the open public meeting.

O. **Board Member Attendance:** Because service as a School Director is a public trust undertaken on behalf of our community, board members are expected to attend all scheduled meetings. If a personal or professional conflict prevents attendance, a member may request to be excused, but this should be a rare occurrence. Repeated, unexcused absences constitute the only statutory reason available to the Board to declare a position vacant.

   Members should strive to arrive on time and plan to attend in person whenever possible. Those who cannot arrive on time or who will need to attend remotely should give notification to the Board Chair. Out of respect to attendees, meetings should proceed as scheduled if a quorum is present.

P. **Meeting Norms:** The Board of Directors commits itself to be a professional body whose meetings are models of appropriate behavior for the school district.

   In order to ensure that meetings are as effective and useful as possible, members will avoid surprises by directing their questions or specific concerns, in advance, to the superintendent or the Board Chair. The Board believes that

informed, respectful and thorough discussion, and even rigorous debate is the best means of arriving at good decisions for the school district. Accordingly, during discussion Board members will listen attentively, consider all points of view, support their positions with evidence, be prepared to answer questions from other Board members, focus on the issue at hand, avoid negative and personal comments, and be prepared to compromise, understanding that the goal of debate among Board members is not to prevail but to arrive at the best possible decision.

Q. Robert's Rules: The Board conducts its meetings using *Robert's Rules of Order.* The Board Chair serves as parliamentarian, but the Chair's rulings can be overturned by majority vote of the Board.

R. Voting: The Board is a collective body and, as such, only acts via a vote of its members. Votes are taken in public at a properly posted meeting of the Board, and are recorded in writing. Motions are made by one board member and seconded by another before they are considered for action. Members may vote for or against a motion, or abstain from voting. Members may explain their intended vote during Board discussion, but they are not required to do so.

S. Executive or Closed Sessions: Although as a public body the Board must meet and conduct its business in public, under certain narrowly defined exceptions the Board may need to exclude the public from a portion of its meeting by calling an executive session. Permissible reasons for holding an executive session are limited by law. They include discussion of district positions in collective bargaining, evaluation of an employee, reviewing candidates for appointment to the Board, pending claims and litigation, and student disciplinary matters. Although the law allows for discussion while in executive session, any subsequent action to be taken by the Board must occur when the Board is reconvened in open session.

T. Meeting Minutes: In order to appropriately inform the public of the Board's work, Board minutes contain the time of the meeting; members in attendance; Board actions/decisions; and a description of executive sessions held.

U. Board Retreat: The Board recognizes that it will be necessary to meet occasionally (usually on an annual basis) in a less formal setting to allow for professional learning. Retreats may be held at times and locations that are different from regularly scheduled meetings. In addition to the attendance of all Board members, the Superintendent, and members of the Superintendent's Cabinet, members of the public may attend as observers.

VII. Board-Superintendent Communication

A. **Listening, Cooperation, and Support:** Open communication requires trust, respect and a fundamental belief in goodwill among board members and the superintendent. Messages are open, honest, and tactful. Listening expresses the concern for others by showing an interest in not only the information but the other person. Active listening benefits each party and is a key to effective communication.

   As members of a board-superintendent team, the directors will make the following commitments to minimize misunderstandings and reduce conflict by:
   - Supporting each other constructively and courteously
   - Maintaining confidentiality
   - Focusing their discussions on issues, not personalities, keeping the tone and demeanor of discussions professional by avoiding defensiveness and personalized anger
   - Encouraging constructive disagreement
   - Upholding the integrity of every individual
   - Pursuing thorough understanding

   The board will give direction to the superintendent only as a total board through adopted policies or action taken at a board meeting.

B. **Judgment and Trust:** The complexities of operating a school district cannot be fully addressed in policies, procedures or operating principles. Working with people and handling difficult and controversial issues on a daily basis requires good judgment, common sense and a strong trust relationship between the board and the superintendent. Every complaint cannot be resolved to the satisfaction of all parties involved; every issue or concern will not be foreseen. For these reasons, trust in each other, allowance for error, and team efforts to address problems through open and transparent discussion of all directors' and the superintendent's perspectives are a key part of an effective school district operation. The board and superintendent will approach these situations with the belief that the other person is working in good faith with good expectations.

C. **Responding to Complaints and Concerns:** Board members will contact the superintendent directly when they hear concerns in the community regarding issues relating to district administration, programs, or personnel.

   When a board member or the superintendent is contacted by a community member or a staff member who has a complaint, she/he will:
   - Listen to the individual's concern
   - Inquire if the individual has discussed the issue with the person immediately responsible (the teacher, principal, etc).
   - Explain that the district process for resolving concerns and conflicts is to address the concern with the person immediately involved. If this has not

been done, tell them how to contact the appropriate person. Describe the appropriate channels that should be followed if the complaint is not resolved.

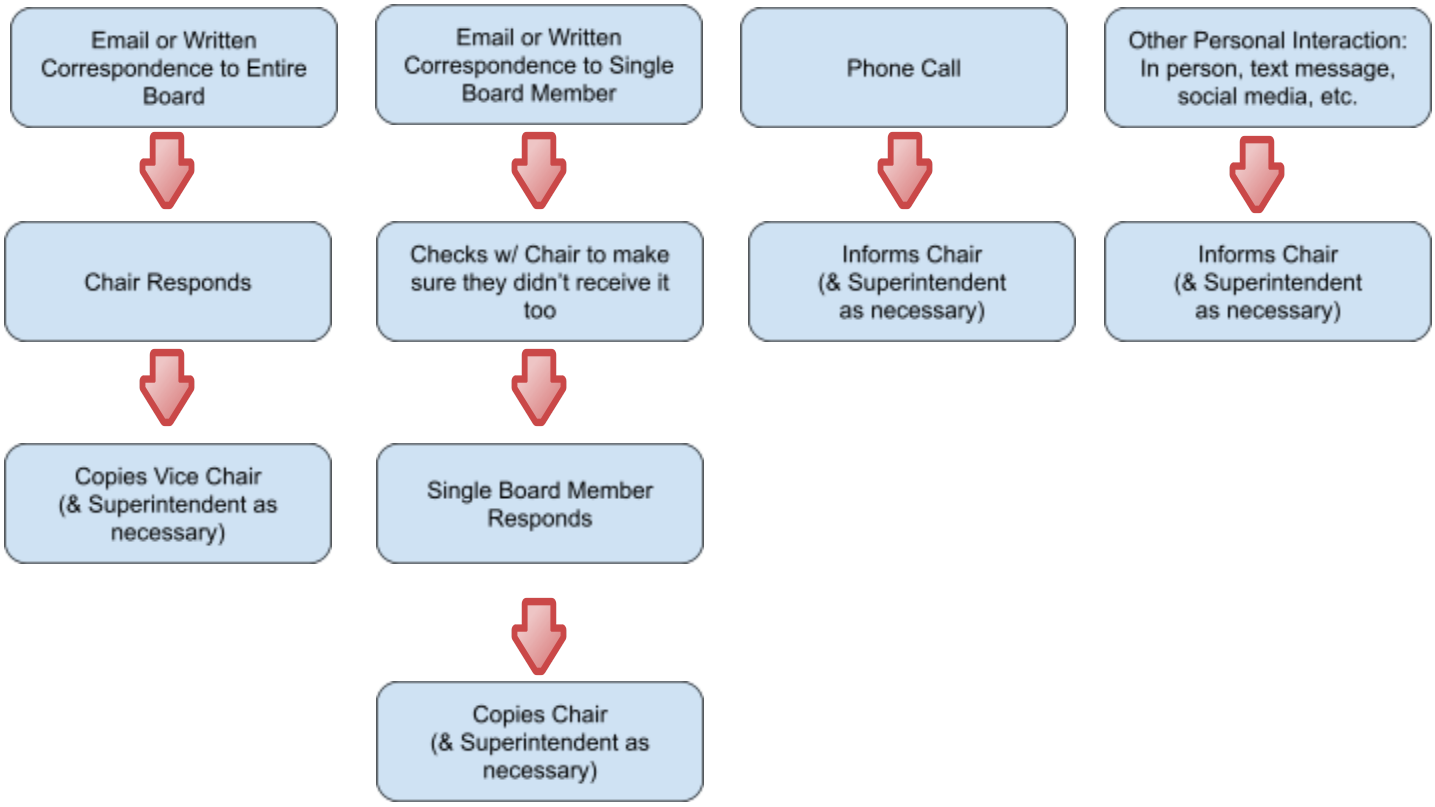
- Remember that anything a director says as an individual could be given the meaning by the listener as the “position of the board or the superintendent”, and therefore a director will be careful not to give the appearance of agreeing with the person when he or she means to actively listen or to listen sympathetically.

When appropriate, the superintendent is responsible for following up with the board members to ensure each is aware of the response provided by the administration.

D. **Board Communication Tree:** When responding to communications from community members, Board members will follow the guidelines outlined in the communication tree (Appendix A).

Appendix A

Board Communication Tree



Coversheet

2190 Highly Capable Programs

Section:	V. Policy Updates
Item:	A. 2190 Highly Capable Programs
Purpose:	Discuss
Submitted by:	
Related Material:	2190 Highly Capable Program (Griffin 2018).pdf 2190 Highly Capable Programs (WSSDA 2023).docx.pdf

Policy: 2190
Section: 2000 - Instruction

Highly Capable Programs

In order to develop the special abilities of each student, the district will offer a highly capable program that provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for referral, assessment, and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude, and creative or productive thinking. These include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Legal References:	RCW 28A.185.030 Programs — Authority of local school districts — Selection of students WAC 392-170 Special service program — Highly capable students
Management Resources:	2018 - August Issue 2013 - September Issue Policy News, April 2008 Highly Capable Programs

Adoption Date: 10/24/18
Classification: **Essential**
Revised Dates: **04.08; 12.11; 09.13; 08.18**

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Policy 2190
Section: 2000 - Instruction

Highly Capable Programs

In order to develop the special abilities of each student, the district will offer a highly capable program that provides kindergarten through eighth grade students who qualify for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify and place students, including universal screening at two grade levels; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for implementing universal referral, screening, assessment, identification, and placement of highly capable students. The procedures will include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways; universal screening for identification and placement decisions; use of local norms, unless more restrictive than national norms; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Griffin Updated: _____
WSSDA Last Revised: **November 13, 2023**
Griffin Adopted: **October 24, 2018**
Classification: **Critical**
Prior Revised Dates: **04.08; 12.11; 09.13; 08/01/2018; 07/24/2023**

Legal References:

- RCW 28A.185.030 Programs - Authority of local school districts - Selection of students
- WAC 392-170 Special service program-Highly capable students

Management Resources:

- 2023 - November Issue
- 2023 - July Issue
- 2018 - August 2018 - August Policy Issue
- 2013 - September Issue
- Policy News, April 2008 Highly Capable Programs

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Coversheet

2220 School Calendar

Section: V. Policy Updates
Item: B. 2220 School Calendar
Purpose: Discuss
Submitted by:
Related Material: 2220 School Calendar (Griffin 2000).pdf
2220 School Calendar (WSSDA 2011).docx.pdf

Policy No. 2220
Instruction

SCHOOL CALENDAR

In order to permit staff, students and parents to make plans for their own work and vacation schedules, the board shall adopt a school calendar or calendars by June 1 of each year. Following this action, staff, students, parents and patrons will be advised of the school calendar (s).

Legal References:

RCW	
28A.150.040	School year—Beginning—End
28A.150.220	Basic Education Act of 1977 - Definitions
28A.330.100(7)	Additional powers of board
41.59.130	Employer's responsibilities and rights preserved
WAC 18016215	Minimum 180 school day year

Adoption Date: May 17, 2000

Policy: 2220
Section: 2000 - Instruction

School Calendar

In order to permit staff, students and parents to make plans for their own work and vacation schedules, the board will adopt a school calendar or calendars by June 1 of each year. Multiple calendars may be developed where some schools are on modified school calendars for the forthcoming school year. Following board action, staff, students, parents and community members will be advised of the school calendar(s).

Griffin Updated: _____
WSSDA Last Revised: **December 01, 2011**
Griffin Adopted: **May 17, 2000**
Classification: **Important**

Legal References:

- RCW 28A.150.203 Definitions
- RCW 28A.150.220 Basic education - Minimum instructional requirements - Program accessibility - Rules
- RCW 28A.330.100(7) Additional powers of board

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Coversheet

2333 Flag Exercises

Section: V. Policy Updates
Item: C. 2333 Flag Exercises
Purpose: Discuss
Submitted by:
Related Material: 2333 Flag Excersises (Griffin 2000).pdf
2333 Flag Exercises (WSSDA 2011).docx.pdf

Policy No. 2333
Instruction

FLAG EXERCISES

Flag exercises shall be conducted in each classroom at the beginning of the school day and at the opening of all school assemblies. Students not reciting the pledge of allegiance shall maintain a respectful silence. When feasible, the salute to the flag or the national anthem shall be rendered immediately preceding interschool events.

The United States flag shall be displayed upon or near every public school plant, except during inclement weather.

Legal References:

RCW	28A.230.140	United States flag—Procurement, display, exercises—National anthem-Noncompliance, penalty

Adoption Date: May 17, 2000

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Policy: 2333
Section: 2000 - Instruction

Flag Exercises

Flag exercises will be conducted in each classroom at the beginning of the school day and at the opening of all school assemblies. Students not reciting the pledge of allegiance will maintain a respectful silence while either seated or standing. When feasible, the salute to the flag or the national anthem will be rendered immediately preceding interschool events.

The United States flag will be displayed upon or near every public school and district office, except during inclement weather.

Griffin Updated: _____
WSSD Last Revised: **December 01, 2011**
Griffin Adopted: **May 17, 2000**
Classification: **Important**
Prior Revised Dates: **10.01**

Legal References:

- RCW 28A.230.140 United States flag - Procurement, display, exercises - National anthem

Management Resources:

- Policy News, August 2001 A Few Civil Liberty Reminders
- Policy News, December 1999 Students and ACLU raise flag issue

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Coversheet

2420 Grading and Progress Reports

Section:	V. Policy Updates
Item:	D. 2420 Grading and Progress Reports
Purpose:	Discuss
Submitted by:	
Related Material:	2420 Grading & Progress Reports (Griffin 2000).pdf 2420 Grading and Progress Reports (WSSDA 2025).docx.pdf

Policy No. 2420
Instruction

GRADING AND PROGRESS REPORTS

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades, written progress reports and parent conferences on a regular schedule serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The board directs the superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility.

A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

Cross References:	Board Policy	3122	Excused and Unexcused Absences
		3520	Student Fines, Fees and Charges
Legal References:			
	RCW		
		28A.150.240(2g)	Basic Education Act of 1977-Certificated teaching & administrative staff as accountable for classroom teaching—Scope—Responsibilities—Penalty
		28A.635.060	Defacing or injuring school property—Liability of parent or guardian
		28A.600.030	Grading policies—Option to consider—Attendance
	WAC		
		18040235	Discipline—Conditions & limitations
		18044010	Responsibilities Related to instruction
		18057	Secondary Education—Standardized High School Transcript
		392210	Washington State Honors Award Program

Adoption Date: May 17, 2000

Policy: 2420
Section: 2000 - Instruction

Grading and Progress Reports

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the district's responsibility to keep parents informed of student welfare and progress in school.

The district will inform parents or legal guardians about their students' academic progress, including the right to receive periodic reports on their students' educational growth and development in accordance with RCW 28A.150.240 and to receive notice of their students' performance on state learning standard tests and assessments in accordance with RCW 28A.230.195. The district will also inform the parents or legal guardians whether their students' performance could threaten their ability to be promoted to the next grade level. Parents or legal guardians have the right to request an in-person meeting with their students' classroom teachers and principals to discuss any resources or strategies available to support and encourage their students' academic improvement.

The district will issue grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

The superintendent or designee will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the

grading process. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

Griffin Updated: _____
WSSDA Last Revised: **July 16, 2025**
Griffin Adopted: **May 17, 2000**
Classification: **Important**
Prior Revised Dates: **10.07; 12/01/2011; 06/28/2021**

Legal References:

- RCW 28A.150.240(2)(g) Certificated teaching and administrative staff as accountable for classroom teaching - Scope - Responsibilities - Penalty
- RCW 28A.600.030 Grading policies - Option to consider attendance
- RCW 28A.635.060 Defacing or injuring school property - Liability of pupil, parent, or guardian Withholding grades, diploma, or transcripts - Suspension and restitution - Voluntary work program as alternative - Rights protected
- WAC 392-210 Student testing and evaluation - Washington state honors award program
- WAC 392-415 Secondary education - Standardized high school transcript
- RCW 28A.230.195 Test or assessment scores - Adjustments to instructional practices - Notification to parents
- RCW 28A.605.005 Parental rights

Management Resources:

- 2025 - July Issue
- 2021 - June Issue

Cross References:

- 3520 - Student Fees, Fines, or Charges
- 3122 - Excused and Unexcused Absences

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Coversheet

3115 Students Experiencing Homelessness

Section: V. Policy Updates
Item: E. 3115 Students Experiencing Homelessness
Purpose: Discuss
Submitted by:
Related Material:
3115 Students Experiencing Homelessness Enrollment Rights and Services (Griffin 2024).pdf
3115 Students Experiencing Homelessness Enrollment Rights and Services (WSSDA 2026).docx.pdf

Policy: 3115
Section: 3000 - Students

Students Experiencing Homelessness - Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including those students who are:

- Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings; or
- Migratory children living in conditions described in the previous examples.

The superintendent will designate an appropriate staff person to be the district's McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

The principal of each elementary, middle, and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

Best interest determination
In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The district's liaison will carry out

dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in compliance with the state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians, and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress, graduation, or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

(Editor's Note: The following bracketed information is not required by law. However, RCW 7.70.065 (2)(b) allows certain school staff to provide informed consent for the provision of nonemergency primary care services to underage homeless children as defined by the federal McKinney-Vento Homeless Assistance Act, when such children are not under the supervision, control, custody, and/or care of a parent, custodian, legal guardian, or the department of social and health services and when the child is not authorized to provide his or her own consent through another legal mechanism. The optional language below is provided for school boards that would like to include the "informed consent" language based on potential health and welfare benefits for the implicated students.)

[Informed consent for healthcare
Informed consent for healthcare on behalf of a student experiencing homelessness may be obtained from a school nurse, school counselor, or homeless student liaison when:

a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;

b. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001; and

c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

Upon the request by a health care facility or a health care provider, a district employee authorized to consent to care must provide to the person rendering care a signed and dated declaration stating under penalty of perjury that the employee is a school nurse, school counselor, or homeless student liaison and that the minor patient meet the requirements of RCW 7.70.065 (2) (b) listed above in this policy.

The district and district employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care. Any declaration required by a health care facility or a health care provider described in the above paragraph must include written notice that the district employee is exempt from administrative sanctions and civil liability resulting from the consent or non-consent for care or payment for care.

Cross References:	3116 - Students in Foster Care 3120 - Enrollment 3231 - Student Records 3413 - Student Immunization And Life Threatening Health Conditions 4218 - Language Access
Legal References:	RCW 28A.320.142 Unaccompanied youth – Building point of contact – Duty of District 42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act RCW 28A.225.215 Enrollment of children without legal residences RCW 28A.320.145 Support for homeless students. 20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]

Chapter 28A.320 RCW Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)

Management Resources:

2018 - May Policy Issue
2017 - October Policy Issue
2017 - July Policy Issue
Posters and Other Materials for Community Outreach - OSPI
2016 - November Issue
2016 - July Issue
2014 - December Issue
2004 - October Issue
2002 - October Issue
2019 - July Policy Issue

Last Revised: **October 23, 2024**

Classification: **Essential**
Prior Revised Dates: **10.02; 10.04; 12.11; 12.14; 07.16; 11.16; 07.17; 10.17; 05.18; 7.19**

Policy: 3115
Section: 3000 - Students

Students Experiencing Homelessness - Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students, as defined by applicable state and federal law, will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

The superintendent or designee will designate an appropriate staff person to be the district's liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

The principal will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

The superintendent or designee will adopt a procedure addressing the district's obligations under state and federal law regarding homeless students.

Griffin Updated: _____
WSSDA Last Revised: **July 10, 2026**
Griffin: **October 23, 2024**
Classification: **Critical**

Prior Revised Dates: **10.02; 10.04; 12.11; 12.14; 07.16; 11.16; 07.17; 10.17; 05.18; 07/01/2019**

Legal References:

- RCW 28A.320.142 Unaccompanied youth - Building point of contact - Duty of District
- 42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
- RCW 28A.225.215 Enrollment of children without legal residences
- RCW 28A.320.145 Support for homeless students.
- 20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
- RCW 28A.235.280 Free school meals Systems to identify students
- RCW 28A.320.192 On-time grade level progression and graduation of students who are homeless, subject to a dependency proceeding, at-risk youth or children, or have been released from an institutional educational facility Rules
- RCW 7.70.065 Informed consent Persons authorized to provide for patients who do not have capacity Priority Unaccompanied homeless minors
- SHB 2594 (2026 Regular Session)

Management Resources:

- 2026 - July Issue
- 2019 - July Policy Issue
- 2018 - May Policy Issue
- 2017 - October Policy Issue
- 2017 - July Policy Issue
- 2016 - November Issue
- 2016 - July Issue
- 2014 - December Issue
- 2004 - October Issue
- 2002 - October Issue
- Posters and Other Materials for Community Outreach - OSPI

Cross References:

- 3116 - Students in Foster Care
- 3120 - Enrollment
- 3231 - Student Records
- 3413 - Student Immunization And Life Threatening Health Conditions
- 4218 - Language Access

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Coversheet

3120 Enrollment

Section:	V. Policy Updates
Item:	F. 3120 Enrollment
Purpose:	Discuss
Submitted by:	
Related Material:	3120 Enrollment (Griffin 2024).pdf 3120 Enrollment (WSSDA 2026).docx.pdf

Policy: 3120
Section: 3000 - Students

Enrollment

The superintendent will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

A. Any history of placement in a special education program;

B. Any past, current or pending disciplinary actions;

C. Any history of violent behavior or convictions;

D. Adjudications or diversion agreements related to a violent offense, a sex offense, inhaling toxic fumes, a drug offense, a liquor violation, assault, kidnapping, harassment, stalking or arson;

E. Any unpaid fines or fees from other schools; and

F. Any health conditions affecting the student's educational needs.

If the district receives information that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff or students, the student's teachers and building security personnel will be informed.

A district may require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The school district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. A district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians. The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, the district will be diligent in maintaining such records.

Cross References: 2255 - Alternative Learning Experience Programs

Legal References:
RCW 28A.225.215 Enrollment of children without legal residences
RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
WAC 392-121-108 Definitions — Enrollment exclusions
WAC 392-121-122 Definitions —Full-time equivalent student

WAC 392-121-182 Alternative learning experience requirements

WAC 392-169-022 Running start student — Definition

Management Resources: 2014 - June Issue

Adoption Date:
Classification: **Essential**
Revised Dates: **06.99; 08.11; 06.14** 11/26/14 8/28/19

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Policy: 3120
Section: 3000 - Students

Enrollment

The superintendent or designee will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

A. Any history of placement in a special education program;
B. Any past, current or pending disciplinary actions;
C. Any history of violent behavior;
D. Adjudications or convictions described in RCW 13.04.155, which include violent offenses, sex offenses, firearm or dangerous weapon offenses, and controlled substance offenses;
E. Any unpaid fines or fees from other schools; and
F. Any health conditions affecting the student's educational needs.

The school enrolling the student shall request the student's permanent record—including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance records, immunization records, and academic performance—from the school the student previously attended.

If a school principal receives information about adjudications or convictions described in RCW 13.04.155, then he or she will follow the procedure described in Policy 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm.

The district will require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Students Experiencing Homelessness - Enrollment Rights and Services).

The district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians.

The district will conditionally accept applications submitted by any reasonable means, including electronic applications, for enrollment and course registration for a student of a military family who, as a result of being on active duty, having been called to active duty, or having been

notified of an impending order to active duty, transferred to, or is pending transfer to, a military installation within Washington or a bordering state (see 2100 – Educational Opportunities for Students with a Parent in the Military).

The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, the district will be diligent in maintaining such records.

Griffin Updated: _____
WSSDA Last Revised: **July 10, 2026**
Griffin: November 26, 2016, August 28, 2019
Classification: **Critical**
Prior Revised Dates: **06.99; 08.11; 06.14; 07/01/2019; 08/20/2020**

Legal References:

- RCW 28A.225.215 Enrollment of children without legal residences
- RCW 28A.225.216 Children of military families - Residency
- RCW 28A.225.330 Enrolling students from other districts - Requests for information and permanent records - Withheld transcripts - Immunity from liability - Notification to teachers and security personnel - Rules
- WAC 392-121-108 Definitions - Enrollment exclusions
- WAC 392-121-122 Definitions - Full-time equivalent student
- WAC 392-121-182 Alternative learning experience requirements
- WAC 392-169-022 Running start student - Definition

Management Resources:

- 2026 - July Issue
- 2020 - August Issue
- 2019 - July Policy Issue
- 2014 - June Issue
- 2011 - August Issue

Cross References:

- 2255 - Alternative Learning Experience Courses
- 2100 - Educational Opportunities for Students with a Parent in the Military
- 3115 - Students Experiencing Homelessness - Enrollment Rights and Services
- 3143 - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

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Coversheet

3205 Sexual Harassment of Students Prohibited

Section:	V. Policy Updates
Item:	G. 3205 Sexual Harassment of Students Prohibited
Purpose:	Discuss
Submitted by:	
Related Material:	3205 Sexual Harassment of Students Prohibited (Griffin 2025).pdf 3205 Sexual Harassment of Students Prohibited (WSSDA 2026) .docx.pdf

Policy: 3205
Section: 3000 - Students

Sexual Harassment of Students Prohibited

The district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions
For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in school district activities.

The term "sexual harassment" may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response
If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages

in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations
Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities
The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

Notice and Training
The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review
The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers, and parents in the review process.

Cross References:	3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
	3210 - Nondiscrimination
	3211 - Gender-Inclusive Schools
	3241 - Student Discipline
	5010 - Nondiscrimination and Affirmative Action
	5011 - Sexual Harassment of District Staff Prohibited
Legal References:	20 U.S.C. □□□□ 1681-1688

WAC 392-190-058 Sexual harassment
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination
□□□ Scope □□□ Sexual harassment policies
34 C.F.R. □□ 106

Management Resources:
2020 - August Issue
2015 - July Policy Alert
2014 - December Issue
2010 - October Issue

Griffin's Last Revision/Approval Date: **February 26, 2025**

WSSDA Classification: **Essential**
WSSDA's Prior Revised Dates: **10.11; 12.14; 07/01/2015; 3/2019; 08/20/2020; 07/31/2024; 01/27/2025**

Policy: 3205
Section: 3000 - Students

Sexual Harassment of Students Prohibited

The district is committed to providing a positive and productive education environment free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

Definitions

For purposes of this policy and procedure, the term “sexual harassment” has the same meaning as provided under state and federal law. Under state law, “sexual harassment” is defined in RCW 28A.640.020(2)(f) and WAC 392-190-008(4). Under Title IX, “sexual harassment” is defined in 34 CFR 106.30.

Response to Sexual Harassment

If the district knows, or reasonably should know, that sexual harassment has occurred, it will promptly investigate and take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment (as defined in WAC 392-190-0555(1)(b)) if one exists, prevent the harassment from recurring, and remedy the effects of the harassment, as appropriate.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or other third parties involved in district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a sexual harassment complaint under the district's sexual harassment complaint procedure or have the effect of discouraging any person from using the complaint procedure. The district must not intimidate, threaten, coerce, or discriminate against any person for the purpose of interfering with any right secured by this policy and its accompanying procedure or because the individual has made a complaint or participated in an investigation under the district's sexual harassment complaint procedure.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent or designee will develop and implement formal and informal procedures for receiving, investigating, and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy.

Staff, including employees, contractors, and agents, shall not provide a recommendation of employment for an employee, contractor, or agent that the district, or the individual acting on behalf of the district, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

Notification

This policy and its accompanying procedure will be conspicuously posted throughout each school building and provided to each employee. Information about the policy and its accompanying procedure will be included in any district or school publication that sets forth the rules, regulations, procedures, and standards of conduct. The district must publish the information in handbooks and on school and district websites consistent with the requirements in RCW 28A.300.286.

The superintendent or designee will develop a process for discussing this policy and its

accompanying procedure. The discussion will, at minimum, address the definition of sexual harassment and issues covered by this policy and its accompanying procedure.

Policy Review

The superintendent or designee will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent or designee is encouraged to involve staff, students, volunteers, and parents in the review process.

Griffin Updated: _____
WSSDA Last Revised: **September 24, 2026**
Griffin Adopted/UPdated: **February 26, 2025**
Classification: **Critical**
Prior Revised Dates: **10.11; 12.14; 07/01/2015; 3/2019; 08/20/2020; 07/31/2024; 01/27/2025**

Legal References:

- 20 U.S.C. 1681-1688 Title IX of the Education Amendments of 1972
- RCW 28A.640.020 Regulations, guidelines to eliminate discrimination - Scope - Sexual harassment policies
- RCW 28A.300.286 Discrimination, harassment, intimidation, and bullying Policies and complaint procedures Posting of model student handbook language
- WAC 392-190-058 Sexual harassment policy Notification
- WAC 392-190-075 Complaint procedure Level III complaint to OSPI
- WAC 392-190-070 Complaint procedure Level II appeal to school board
- WAC 392-190-065 Complaint procedure Level I complaint to school district
- WAC 392-190-064 Protections against retaliation
- WAC 392-190-057 Sexual harassment policy Required criteria
- WAC 392-190-0555 Discriminatory harassment
- 34 C.F.R. 106 Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance

Management Resources:

- 2026 - September Issue
- 2025 - January Newsletter
- 2020 - August Issue
- 2019 - March Issue
- 2015 - July Policy Alert
- 2014 - December Issue
- 2010 - October Issue

Cross References:

- 3207 - Prohibition of Harassment, Intimidation, and Bullying of Students

- 3210 - Nondiscrimination
- 3211 - Gender-Inclusive Schools
- 3241 - Student Discipline
- 5010 - Discrimination-Free Workplace
- 5011 - Sexual Harassment of District Staff Prohibited

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Coversheet

2165 Home or Hospital Instruction

Section:	VI. Policy Review
Item:	A. 2165 Home or Hospital Instruction
Purpose:	FYI
Submitted by:	
Related Material:	2165 Home or Hospital Instruction (Griffin 2000).pdf 2165 Home or Hospital Instruction (WSSDA 2011).docx.pdf

Policy No. 2165
Instruction

HOME OR HOSPITAL INSTRUCTION

Upon request from a parent or an adult student, home or hospital instruction shall be provided to students who are unable to attend school for an estimated period of 4 weeks or more because of disability or illness. A written statement from a qualified medical practitioner verifying that the student will not be able to attend school for an estimated period of four weeks or more shall accompany the request. The district shall not pay for any costs incurred in securing the medical verification.

Cross Reference:

Board Policy	2161	Education of Students with Disabilities
	2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

WAC	392171486	Placement options—Selection—Required considerations
	392122145	State Handicapped Program—Home and Hospital Care

Adoption Date: May 17, 2000

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Policy: 2165
Section: 2000 - Instruction

Home or Hospital Instruction

Upon request from a parent or an adult student, home or hospital instruction will be provided to students who are unable to attend school for an estimated period of 4 weeks or more because of disability or illness. A written statement from a qualified medical practitioner verifying that the student will not be able to attend school for an estimated period of four weeks or more will accompany the request. The district will not pay for any costs incurred in securing the medical verification.

WSSDA Last Revised: **December 01, 2011**
Griffin Adopted: **May 17, 2000**
Classification: **Important**
Prior Revised Dates: **10.98**

Legal References:

- RCW 28A.155 Special education
- WAC 392-122-145 State special education program - Home and/or hospital care - Extended absences
- WAC 392-172A-02100 Home/hospital instruction

Cross References:

- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

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