Griffin School District #324

Griffin School Board Study Session

Date and Time

Wednesday October 8, 2025 at 6:00 PM PDT

Location

Griffin School Library
6530 33rd Way NW
Olympia, WA 98502

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	A. Record Attendance			
	B. Call the Meeting to Order			
	C. Pledge of Allegiance & Land Acknowledgement			
	D. Approval of Agenda	Vote		
II.	**Board Member Committee Updates**			
	A. Personnel	FYI		
	B. Policy	FYI		

		Purpose	Presenter	Time
C.	Budget	FYI		
D.	Facilities	FYI		
E.	Legislative	FYI		

III. New Business

A.	2025-26 School Improvement Plan Presentation	FYI	Principal Keiser & Assistant Principal Hagen	
B.	Reflections from Family Meetings & Open House	FYI	Principal Keiser	
C.	Griffin School Board Legislative Priorities	Discuss	Director Rose	

The School Board will discuss legislative priorities and provide input for the District Legislative Committee.

IV. New Policy

A.	Policy 6217 - Electronic Funds Transfer (EFT)	Discuss		
B.	Policy 6550: Capitalization Threshold for Leases & Subscription-Based Information Technology Arrangements (SBITAs)	Discuss		

V. Policy Updates

A.	Policy 3241 - Student Discipline	Discuss		

VI. Policy Review

A.	Policy 2121 - Substance Abuse Program	FYI		
B.	Policy 3115 - Students Experiencing Homelessness - Enrollment Rights & Services	FYI		

VII. Policy Removal

A.	Policy 6119 - Uncollected Non-Tax Revenue	Discuss		

VIII. Superintendent Updates

		Purpose	Presenter	Time
A.	Superintendent Kirsten Rue	FYI		

IX. Closing Items

A.	For the Good of the Order			
B.	Adjourn Meeting	Vote		

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

Coversheet

Pledge of Allegiance & Land Acknowledgement

Section: I. Opening Items
Item: C. Pledge of Allegiance & Land Acknowledgement
Purpose: FYI
Submitted by:
Related Material: Land Acknowledgement.pdf

Land Acknowledgement

The land we gather on today is the homeland of the Squaxin Island people. The people have existed here since time immemorial, populating the bays and inlets in massive longhouses and seasonal villages in countless numbers. They appropriately call themselves “The People of the Water”, because of the bounty of the region’s waterways, which have carried and sustained their people for millennia.

As a tribe, the people continue to work and thrive on these lands, contributing immensely to the cultural and economic wealth of the region.

The Squaxin people are still here today, thriving. The resiliency of these people past and present is acknowledged as we gather here today, and in this recognition of the lands we stand on let us commit to honoring them as they continue to uphold their traditions and culture, a culture that enriches our community like nothing else.

Coversheet

2025-26 School Improvement Plan Presentation

Section: III. New Business
Item: A. 2025-26 School Improvement Plan Presentation
Purpose: FYI
Submitted by:
Related Material: 2025-2026-Consolidated-School-Improvement-plan-Griffin.docx

Consolidated School Improvement Plan 2025-2026

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data

Building Name: Griffin School Preschool-8	**Does your school share a building with another school?** Yes ☐ No ☒
School Code: 34324	**Grade Span:** Preschool – 8th Grade **School Type: Public**
Principal: Principal- Rebekah Keiser Assistant Principal – Erin Hagen	**Building Enrollment:** 588
School District: Griffin School District	**F/R Percentage:** 32.3%
Board Approval Date:	**Special Education Percentage:** 16.3%
Plan Date: August, 2025	**English Learner Percentage:** 0.0%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Kirsten Rue, Superintendent Erin Hagen, Assistant Principal Rebekah Keiser, Principal	Katie Kent, Special Education Co-op Director (ESD 113) Griffin School Board Griffin Leadership Team Parent-Community Attendees to Community Cafe in Spring, 2025

Section 3: Vision and Mission Statement

Vision: Where students thrive, feel valued, and shape a better world

Mission: Griffin School District is committed to providing high quality student centered education that

- Promotes academic excellence and prepares students for future success
- Fosters a safe, inclusive and supportive learning environment
- Builds strong partnerships with families and the community

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

See Title I, Schoolwide Funding Matrix in Section 6

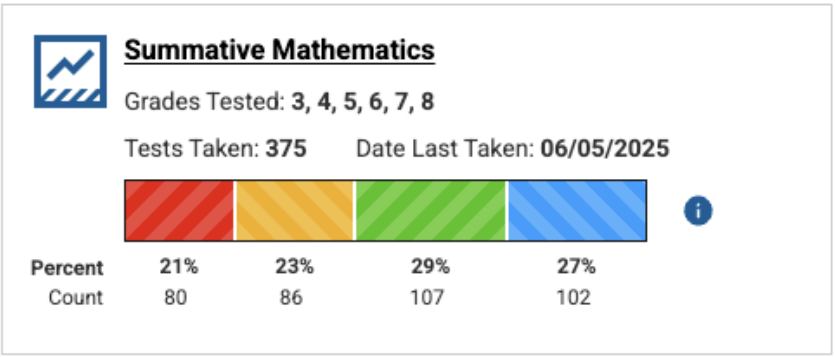
Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

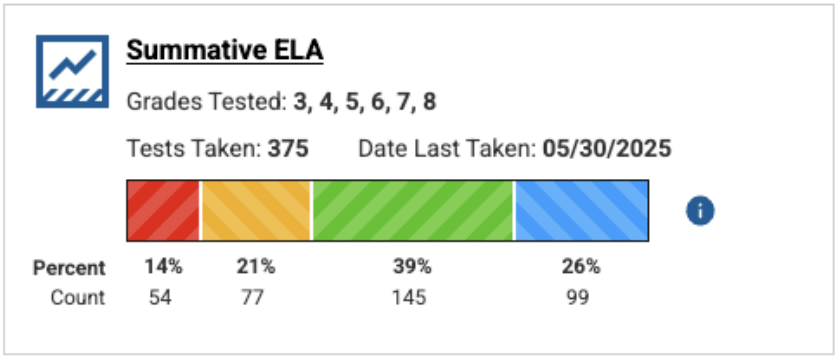
Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

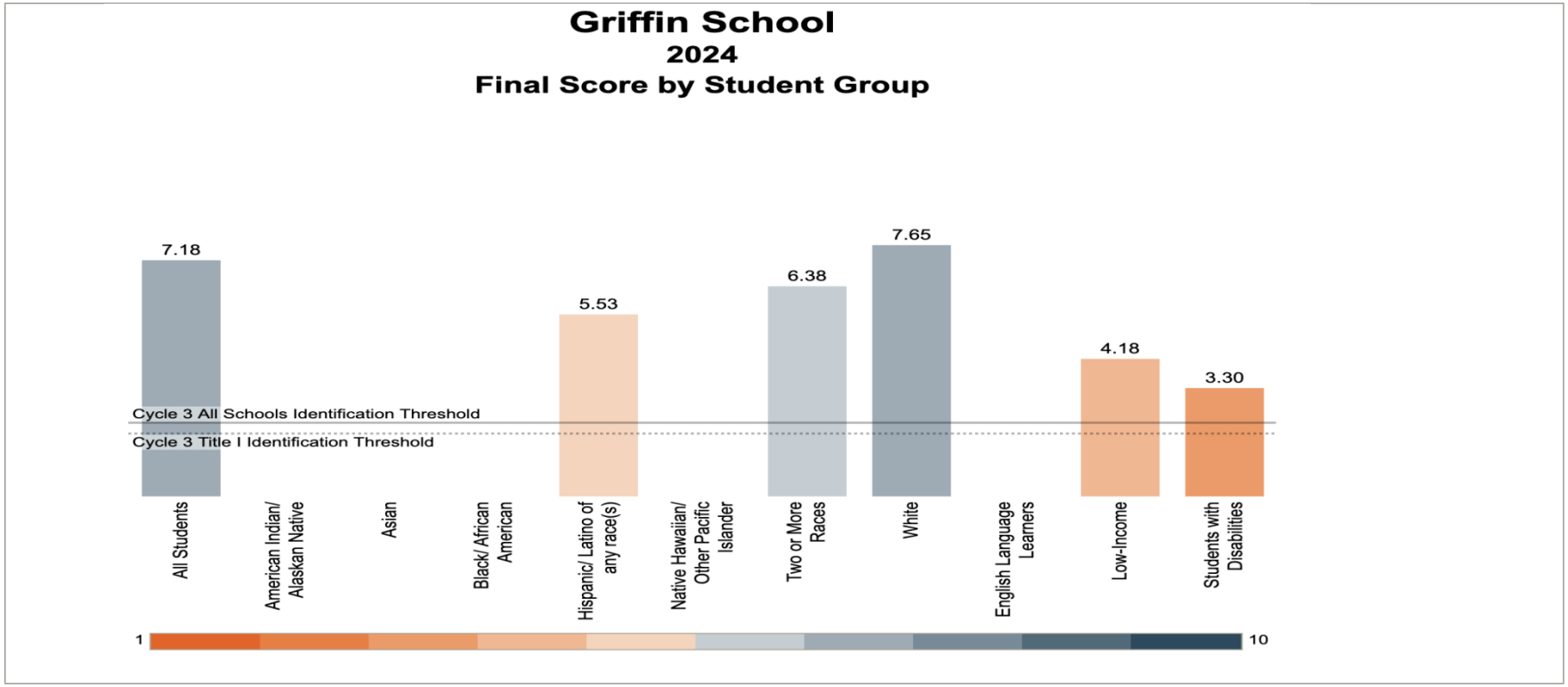
Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the Comprehensive Needs Assessment Toolkit found on our website.

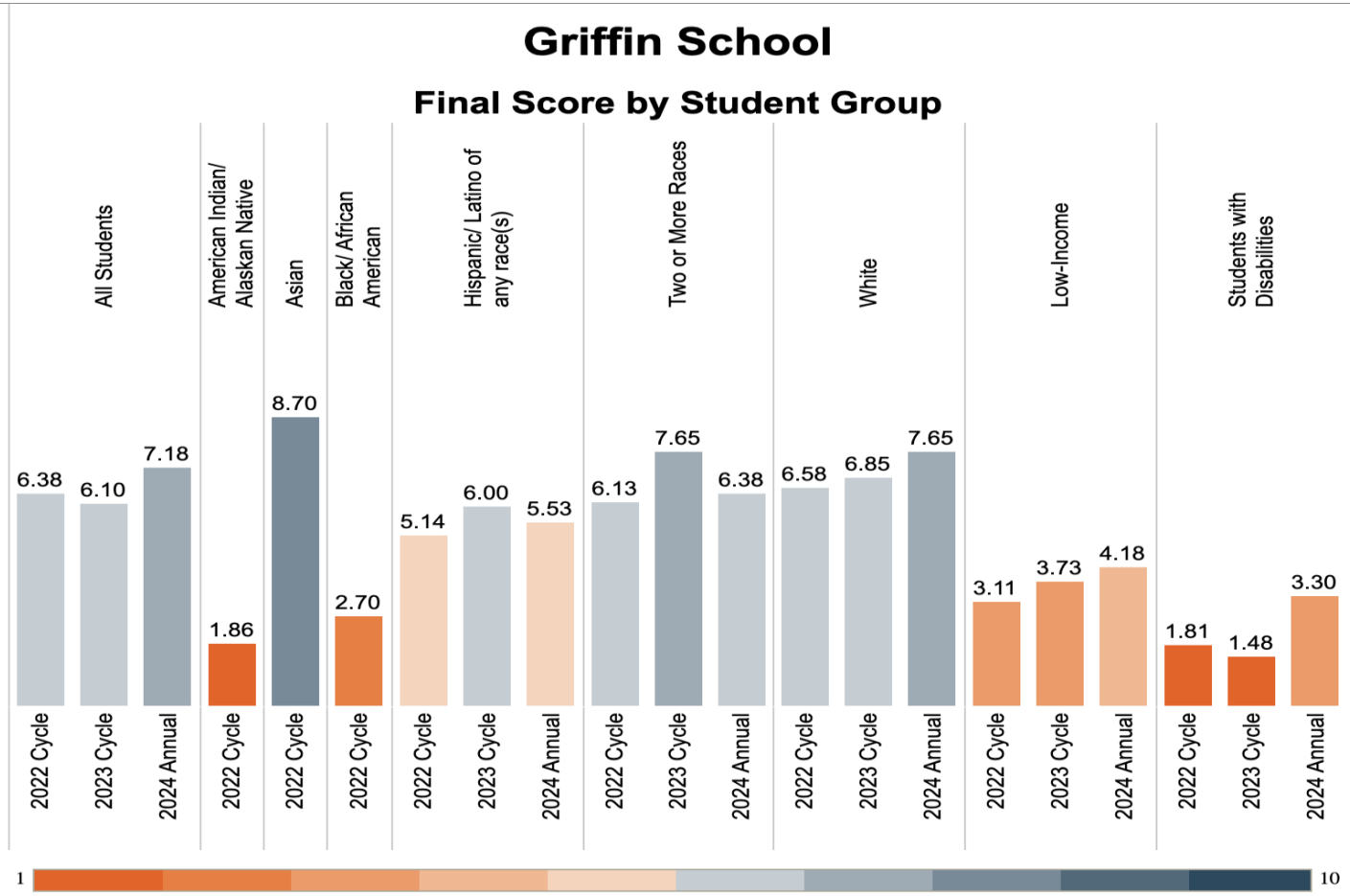
Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?






Griffin School
2024
Final Score by Student Group
7.18
5.53
6.38
7.65
4.18
3.30
Cycle 3 All Schools Identification Threshold
Cycle 3 Title I Identification Threshold
All Students
American Indian/ Alaskan Native
Asian
Black/ African American
Hispanic/ Latino of any race(s)
Native Hawaiian/ Other Pacific Islander
Two or More Races
White
English Language Learners
Low-Income
Students with Disabilities
1
10



- In 2023-2024, our students with disabilities, while still underperforming relative to the state, did increase significantly in terms of WSIF score. The WSIF score more than doubled.
- The performance of our Hispanic students slipped a bit, and is an area to monitor. Performance of students who are Two or More Races also slipped a bit, but continue to generally perform well. In general, we should be monitoring the performance of our students of color.

Copy of Panorama Spring 2025 Student Data - School Climate & Sense of Belonging

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
    - We saw WSIF improvement trends for the following student groups in 2024: Students with Disabilities, Low-Income Students,

White Students, and our overall student body.

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.
    - Need to continue our commitment to recognize that students with disabilities are general education students first and work to increase access to the core. Building on the work from last year, we need to continue to increase collective support and accountability for the performance of our students with disabilities, deeper understanding of special education law, and a review of the roles of the IEP team members. We also recognize that our Squaxin Island Native American students are very underrepresented in the data, likely due to the challenges associated with proper identification of students who are Native American. We need to improve our communication with Tribal partners and families, our processes for proper identification, and our commitment to the success of our Native students.

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
    - Restorative Practices Training
    - iReady Curriculum and Diagnostic Analysis Professional Development
    - Building Thinking Classrooms in Mathematics

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
    - Math intervention, math coaching, and the Building Thinking Classrooms in Math professional development implemented last year have resulted in positive impacts on instruction as measured through the evaluation process, as well as strong math iReady and SBAC scores.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
    - Through our Comprehensive Needs Assessment, we identified the need to use our special education resources more efficiently and effectively. Case manager caseloads are high, making it difficult to provide timely support, manage IEP compliance, and maintain strong communication with families. Additionally, scheduling challenges have made it difficult to consistently deliver required IEP minutes. Paraeducator support is not always aligned with student needs throughout the day, leading to gaps in instructional and behavioral support. This plan will focus on better aligning staffing, schedules, and service delivery to ensure students receive the supports outlined in their IEPs with fidelity.
2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

- Areas of Strength; existing intervention groups, school-wide SEL curriculum implementation (2nd Step), increased school counselor FTE
- Areas to be Strengthened: COP (Formerly PLC) effectiveness, math content area best practices, target support of students with disabilities in general education settings, collective efficacy to implement the district's Strategic Plan commitments.

3. How did your school identify these areas of strengths and improvement?

    - Conducting the Comprehensive Needs Assessment
    - Community feedback through the Strategic planning process

4. How well do school and community systems interact to assure continuity of supports for students?
    - Currently, the school maintains many community systems of interaction, such as CCS (Crisis Team), Boys and Girls Club before and after school program, South Sound Parent to Parent, South Sound Reading Foundation, Family Support Center of South Sound, Little Red Schoolhouse, Thurston County Food Bank, Steamboat Island Preschool, PTO, Griffin School Foundation, & Olympia Family Therapy.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
    - Areas of Strength: A generous PTO and Griffin School Foundation which we communicate regularly with (administrators attend regular meetings) who fund additional needs outside of the general budget, an involved community who support our small TK-8 school district. Parental volunteers and involvement remains strong post Covid.
    - Areas to Strengthen: As stated above, we will work on strengthening the understanding of IEP roles to improve the function of our IEP teams in service to the students' needs. Increasing communication with families and community to strengthen involvement in surveys and feedback.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024-25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the Step-by-Step School Improvement Planning and Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?

- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

***Note**: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

***Note:** For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.*

5a.SY 2024–2025 SMARTIE Goal #1:

Griffin School District Commitment 1: Effective and Engaging Instruction

A) By spring 2026, the percentage of students meeting grade-level proficiency in math on the i-Ready diagnostic will increase from 62% to 70%. Additionally, at least 70% of all students will meet their Typical Growth Goals, and 40% of students performing two or more grade levels below will meet their Stretch Growth Goals to accelerate progress and close achievement gaps.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**?

- iReady growth monitor assessments and online instruction progress will be used to check for progress throughout the 2025-26 school year.

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Who will monitor the progress of this overarching **goal**?

- Grade Level and Department Professional Learning Communities meet monthly to review progress toward the goal.
- MTSS team will meet bi-weekly to review data.
- Admin team will meet regularly to review data.

When/how often will they monitor progress toward this overarching **goal**?

- See above

Evidence-based practice to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources

What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example, professional development, extended time, curriculum, materials, etc.)?*
Elementary "WIN" time focused on math (3-5)	-Short term data - Online Instruction Monitoring -Student Growth Goals by Teachers -MTSS Team Progress Monitoring -Long term data - iReady Diagnostics (3x per year)	Elementary "WIN" time - 4 days per week for 30 minutes	-Principals -Classroom Teachers	-iReady Professional Development -Math content and best practices coaching
Middle School Enrichment class "Math Boost" (in addition to Core) for students who need additional support. (6-8)	-Short term data - Online Instruction Monitoring -Student Growth Goals by Teachers -MTSS Team Progress Monitoring	6-8 Math Boost Course offered all school year (students can exit and enter if needed)	-Principals -Classroom Teachers	-iReady Professional Development -Math content and best practices coaching

	-Long term data - iReady Diagnostics (3x per year)			
Special Education support provided based on IEP goals by Special Education Teacher	-Short term data - Online Instruction Monitoring -Student Growth Goals by Teachers -MTSS Team Progress Monitoring -Long term data - iReady Diagnostics (3x per year)	Special Ed support is specifically designed and implemented by the student's IEP	-Special Education Teachers -Support Staff	-iReady Professional Development -Math content and best practices coaching
Walk-throughs focused on Teacher Clarity (Danielson Framework 2a) and Relationships (Danielson Framework 3a)	-Walk-through observation notes documenting teacher clarity =Annual climate survey results reflecting student perceptions of clarity of instruction	Weekly Admin Meetings	-Principals -Superintendent	-Restorative Practices on relationship/ community building -Dedicated time in admin schedules for consistent walk-throughs

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. We did not receive an OSSI grant this year, so we are in the process of trying to identify grants and other funding sources that can support our work
2. District's General Fund
3. Title 1/LAP allocations

5b. SY 2024–2025 SMARTIE Goal #2:

Griffin School District Commitment 2: Welcoming and Supportive Learning Environments

Goal 2A-Climate: By spring 2026, student climate data on the Panorama School survey will increase in grades 3rd-5th from 57% to 65% and from 45% to 60%, with a specific focus on improving perceptions of fairness, cleanliness and clutter, and rule-following in both elementary and middle school.

Goal 2B-Belonging: By spring 2026, student belonging data on the Panorama School survey will increase in grades 3rd-5th from 62% to 68% and from 50% to 62%, with a specific focus on improving perceptions of student-student respect, amount of adult support for students, in both elementary and middle school.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**?

Panorama Student Perception Data:

Climate

- Elementary School Targets:
  - **Q2 (students following rules)**.
  - **Q5 (fairness of rules)**.
- Middle School Targets:
  - **Q2 (students following rules)**.
  - **Q5 (fairness of rules)**
  - **Q4 (teacher enthusiasm)**

Belonging

- Elementary School Targets:
  - **Q2 (how much support do adults give students)**
  - **Q3 (student-student respect)**
- Middle School Targets:
  - **Q2 (how much support do adults give students)**
  - **Q3 (student-student respect)**

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

- Fall and Mid-Year Google Form Progress Monitoring Survey to reflect growth on perception survey targets.

Who will monitor the progress of this overarching **goal**?

- Principals
- Counselors

When/how often will they monitor progress toward this overarching **goal**?

- 3 times per year (Fall, Winter, Spring)

Evidence-based practice to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur? What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting* ***the evidence-based practice (intervention, activity, or strategy)****?* *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

	behavior change be measured?	***be monitored or data reviewed?***		
Implement PBIS Tiered Fidelity Inventory (29%)	-PBIS Tiered Fidelity Inventory scores (fall & spring) - Office discipline referrals and suspension/expulsion data (monthly) - Attendance data (monthly) -Implement a Behavior Team that meets quarterly to review data	- PBIS TFI: Fall 2025 baseline & Spring 2026 follow-up - ODR, attendance: Monthly review at MTSS/leadership team meetings	- Principal & Assistant Principal - MTSS/Behavior Leadership Team - Counselor & Behavior Support Staff - Classroom Teachers	- PBIS training modules & coaching support - Sub release time for training & data review
Panorama Survey Data	- Panorama Survey student, staff, and family perception data (fall & spring)	- Panorama: Fall 2025 & Spring 2026	- MTSS/Behavior Leadership Team - Counselor & Behavior Support Staff	- Panorama survey platform
Restorative Practices Training and Implementation	-Office discipline referrals and suspension/expulsion data (monthly) -Review TFI Data Quarterly	-Bi-weekly MTSS meetings to review data	- Admin Team - Counselor & Behavior Support Staff - Classroom Teachers -Paraeducators	- Restorative Practices professional development (trainings, coaching, materials)
Student Advocate Training for Restorative Practices	- Number of student advocates trained		- Training sessions: Fall & Winter 2025 - Restorative circles: Ongoing (monthly tracking)	-Wednesday PD Training session in February to begin implementation

	- Frequency and quality of restorative circles led by students		- Leadership and advisory meetings: Monthly - Data review: Quarterly	
ASB Leadership Club	-Student leadership participation rates -Meeting minutes and notes -Surveys to measure student voice	-Meeting dates and times TBD by Leadership Teacher/ASB Advisor	-Principals -ASB Advisor (Asst. Principal), ASB teacher, ASB Officers	-Join AWSL -Purchase ASB Advisor Playbook -PD Optional Session - ASB Law/Policy & Procedure
Superintendent's Advisory Committee	-Measure interest and participation by student advocates -Survey students around student voice	-Meeting dates and times TBD by Superintendent	-Superintendent -Student Advocates	-Leadership training for student advocates

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. We did not receive an OSSI grant this year, so we are in the process of trying to identify grants and other funding sources that can support our work
2. District's General Fund
3. LAP allocation

5c. SY 2024–2025 SMARTIE Goal #3:

Griffin School District Commitment 3: Family & Community Engagement

By spring 2026, the number of parent/guardian responses on the Panorama Family Survey will increase from 94 to at least 200, with a specific focus on engaging families from underrepresented groups. In addition, the school will improve parent perceptions of climate as measured by the Panorama survey from 74% to 78% in elementary school and from 49% to 62% in middle school.

- **Respect between staff and students**
- **Perception of school support from administrators**
- **Value of diversity**

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**?

Progress monitoring data focused on these key areas related to Climate:

- **Respect between staff and students**
- **Perception of school support from administrators**
- **Value of diversity**

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

We expect to see data indicating our progress in key areas related to Climate and qualitative feedback from parents regarding steps we can take to continue to improve.

Who will monitor the progress of this overarching **goal**?

- Principals
- Counselors

When/how often will they monitor progress toward this overarching **goal**?

- Progress Monitor using Google Form in early November, 2025.

Evidence-based practice to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur? What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting* ***the evidence-based practice (intervention, activity, or strategy)****?* *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*
-Give Panorama Survey during Spring Conference Week -Send communication ahead and provide families with opportunities to take the survey here in the building (conference week)	-Panorama Climate Data in Spring	-Family School Climate Progress monitor survey of key areas in November, 2025.	-Admin Team -Counselors	-Panorama Survey -Panorama Consultants
-Increase Communication Channels & Frequency	-Send monthly newsletters (email, text, social media) with school updates and student highlights. -Post regular updates on school social media,	-Throughout the school year	-Admin Team -District Public Relations & Website coordinator	-School email, school website, Social Media

	with an emphasis on events and student voice.			
-Build Strong Feedback Loops	-Follow up with families and the community around survey data from 2025 to show how their feedback was used -Community Cafe follow-up session on Climate data and District Strategic Plan Commitment #2 (Welcoming & Supportive Learning Environments	-Follow up with feature in district newsletter (monthly) -Schedule a community cafe for mid year	-Admin Team -District Public Relations & Website coordinator	-Panorama Data -School email, school website, Social Media
Target Outreach to Underrepresented Families	-Determine populations to promote survey participation (commonly underrepresented population) -Assign staff or “family liaisons” to make personal invitations.			-Panorama Data -Communication tools and materials

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement

Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. We did not receive an OSSI grant this year, so we are in the process of trying to identify grants and other funding sources that can support our work
2. District's General Fund
3.

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

***NOTE**: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **"not applicable"** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	• Core instructional staff • Classified support staff
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	• Small group, intervention paraeducators
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	• Consolidated School Improvement Plan • Student Growth Goals by Certificated Staff
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	• iReady Training and Professional Development
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement	• Currently, Griffin has 3 students who qualify as limited English Proficient students.

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

***NOTE**: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **"not applicable"** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	standards that other children are expected to meet.	
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	• Small group, RTI paraeducators
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	• PBIS Paraeducator support • K-4 RTI Intervention, small groups (curriculum & staffing)
Local Funds	Local levy revenue may be combined in schoolwide programs.	• Core instructional staff • Classified support staff
Other Funding Sources, including School Improvement Grant Funding	Close opportunity gaps for students with disabilities	• Everything outlined in the tables above under "Evidence Based Practices" to support each of our SMARTIE goals may potentially be funded through the OSSI grant or other funding sources. *TBD

Coversheet

Policy 6217 - Electronic Funds Transfer (EFT)

Section:	IV. New Policy
Item:	A. Policy 6217 - Electronic Funds Transfer (EFT)
Purpose:	Discuss
Submitted by:	
Related Material:	6217-Electronic Funds Transfer (NEW-DRAFT).docx

Policy: 6217
Section: 6000 - Management Support

Electronic Funds Transfer

Reimbursement for Goods and Services: Electronic Payments
The board authorizes the use of Electronic Funds Transfer (EFT) or Automated Clearing House transfer (ACH) transactions for payments to employees or vendors.

Prior to utilization of electronic payment options, the superintendent or designee will confirm with the county treasurer that the district may use electronic payments for vendor purchases. The district will maintain a separate bank account dedicated solely to EFT transactions.

The district will prepare electronic payments and record them in a format similar to warrants for the board of directors. Prior to submission to the board of directors, all electronic payments shall be reviewed by the district's auditing officer in accordance with the district's procedure for electronic payments. No electronic payment shall be made until approved by a majority of the members of the board.

The district will develop and maintain procedures for electronic payments to safeguard district assets and to minimize fraud. The district will ensure that its procedures and practices are in line with guidelines published by the National Automated Clearinghouse Association (NACHA). Any requirements from the district's bank or county treasurer regarding file submission or formatting shall also be followed.

The district will implement this policy according to the accompanying procedures.

Cross References:	6500 - Risk Management
Legal References:	RCW 28A.330.080 Payment of claims. Signing of warrants RCW 28A.330.090 Auditing committee and expenditures RCW 42.24.080 Municipal corporations and political subdivisions. Claims against for contractual purposes. Auditing and payment. Forms Authentication and certification RCW 42.24.180 Taxing District Issuance of warrants or checks before approval by legislative body Conditions

Reviewed by Griffin: **October 8, 2025**

WSSDA Adoption Date: **July 24, 2023**
Classification: **Important**

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Coversheet

Policy 6550: Capitalization Threshold for Leases & Subscription-Based Information Technology Arrangements (SBITAs)

Section: IV. New Policy
Item: B. Policy 6550: Capitalization Threshold for Leases & Subscription-Based Information Technology Arrangements (SBITAs)
Purpose: Discuss
Submitted by:
Related Material: 6550-Capitalization Threshold (NEW-DRAFT).docx

Policy: 6550
Section: 6000 - Management Support

Capitalization Threshold for Leases and Subscription-Based Information Technology Arrangements (SBITAs)

The Griffin School Board acknowledges that the Governmental Accounting Standards Board (GASB) has issued Statements 87 and 96, covering Leases and Subscription-Based Information Technology Arrangements (SBITAs). Within the guidelines of these Statements, the district may establish a liability threshold for reporting either a lease or a SBITA that are considered to be *de minimis* when compared to the district's financial capacity. These leases or SBITAs must have a maximum possible term of greater than one year to be included.

For the purpose of this policy, the following definitions are used, in accordance with the Statements referenced above:

1. A *lease* is a contract which conveys control of the right to use another entity's nonfinancial asset for the time specified in the contract for an exchange or exchange-like transaction.
2. A *subscription-based information technology arrangement (SBITA)* is a contract that conveys the right to use another entity's software, alone or in combination with tangible capital assets, for the time specified in the contract for an exchange or exchange-like transaction.

The value of leases or SBITAs under this policy will be determined using the methodology outlined in the original Statements and current accepted industry practice.

For capitalization purposes, those leases or SBITAs with total payments that equal or exceed 1% of prior year expenditures and have a maximum possible term in excess of one year will be capitalized and recorded as a liability on the district's Schedule of Long-Term Liabilities in accordance with the Accounting Manual for School Districts in the State of Washington. Any lease or SBITA that does not meet this threshold, or which has a maximum term of less than one year, will not be reported on the district's Schedule of Long-Term Liabilities.

Legal References: GASB Statement No. 87, Leases, Issued 06/17
GASB Statement No. 96, Subscription-Based Information Technology Arrangements, Issued 05/20

Reviewed by Griffin: **October 8, 2025**

WSSDA Adoption Date: **July 24, 2023**
WSSDA Last Revised: **December 21, 2023**
Classification: **Important**

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Coversheet

Policy 3241 - Student Discipline

Section: V. Policy Updates
Item: A. Policy 3241 - Student Discipline
Purpose: Discuss
Submitted by:
Related Material: 3241-Student Discipline (WSSDA).docx
3241 Student Discipline (Griffin Current).pdf

Policy: 3241
Section: 3000 - Students

Student Discipline

Introduction/Philosophy/Purpose
The board focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Providing a safe and supportive learning environment for all students.
2. Providing due process to students.
3. Implementing culturally responsive discretionary and nondiscretionary discipline policies and procedures that provide opportunity for all students to achieve personal and academic success.
4. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
5. Ensuring fairness and equity in the administration of discretionary and nondiscretionary discipline.
6. Administering discretionary discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.
7. Providing educational services that students need to complete their education without disruption.
8. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion.

Students' Fundamental Rights
The district will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability is prohibited.
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right.
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures.
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

Student Responsibilities
This district's student discipline policy and procedure are designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with the policy and procedure, including behavioral expectations that respect the rights and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate.

Development and Review
The district will develop and periodically review a discretionary and nondiscretionary discipline policy and procedure with the participation of school personnel, students, parents, families, and the community. During the development and review, the district must use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the district's

discipline policy, procedure, and practices and update its policy and procedure to improve fairness and equity in the administration of discipline.

The policy and procedure will be developed in accordance with WAC 392-400-110.

Distribution of Policies and Procedures
The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all district personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

Application
This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

2121 - Substance Abuse Program
2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3122 - Excused and Unexcused Absences
3210 - Nondiscrimination
3244 - Prohibition of Corporal Punishment
3520 - Student Fees, Fines, or Charges
4210 - Regulation of Dangerous Weapons on School Premises
4218 - Language Access

Legal References:

42 U.S.C. 2000d et seq. Civil Rights Act of 1964
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
Chapter 392-400, WAC Student Discipline
WAC 392-190-048 Access to course offerings - Student discipline and corrective action
Chapter 28A.320, RCW Provisions applicable to all districts
Chapter 28A.600 RCW, Students
RCW 28A.400.110 Principal to assure appropriate student discipline Building discipline standards Classes to improve classroom management skills
RCW 28A.400.100 Principals and vice principals Employment of Qualifications Duties
Chapter 28A.225, RCW Compulsory school attendance and admission
RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching Scope Responsibilities Penalty
RCW 9.41.280 Possessing dangerous weapons on school

facilities Penalty Exceptions

Management Resources:
2010 - June Issue
2014 - August Issue
2014 - December Issue
2016 - July Policy Issue
2018 - August 2018 - August Policy Issue
2019 - April April Policy Alert

Reviewed by Griffin: **October 8, 2025**

WSSDA Adoption Date: **April 01, 2019**
WSSDA Last Revised: **August 20, 2025**
Classification: **Critical**
Prior Revised Dates: **02/25/2021; 07/24/2023; 09/05/2024**

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Policy: 3241
Section: 3000 - Students

Student Discipline

Introduction/Philosophy/Purpose
The Board of the Griffin School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. "Discipline" means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees;

Rights and Responsibilities/District Commitment
The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;

4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by district superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW

28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school to:

- set at least one goal annually for improving equitable student outcomes;
- create an actions plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

Distribution of policies and procedures
The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.

Application
This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:	2121 - Substance Abuse Program
	2161 - Special Education and Related Services for Eligible Students
	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	3122 - Excused and Unexcused Absences
	3210 - Nondiscrimination
	3244 - Prohibition of Corporal Punishment
	3520 - Student Fees, Fines, or Charges
	4210 - Regulation of Dangerous Weapons on School Premises

	4218 - Language Access
Legal References:	42 U.S.C. 2000d et seq. Civil Rights Act of 1964 34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964 Chapter 392-400, WAC Pupils WAC 392-190-048 Access to course offerings □□□ Student discipline Chapter 28A.320, RCW Provisions applicable to all districts Chapter 28A.600 RCW, Students RCW 28A.400.110 Principal to assure appropriate student discipline □□□ Building discipline standards □□□ Classes to improve classroom management skills RCW 28A.400.100 Principals and vice principals □□□ Employment of □□□ Qualifications □□□ Duties Chapter 28A.225, RCW Compulsory school attendance and admission RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching □□□ Scope □□□ Responsibilities □□□ Penalty RCW 9.41.280 Possessing dangerous weapons on school facilities □□□ Penalty □□□ Exceptions
Management Resources:	2019 - April April Policy Alert 2010 - June Issue 2014 - August Issue 2014 - December Issue 2016 - July Policy Issue 2018 - August 2018 - August Policy Issue

Adoption Date: **May 22, 2024**
Classification: **Essential**
WSSDA Revised Dates: **02/25/2021; 07.23**

Coversheet

Policy 2121 - Substance Abuse Program

Section: VI. Policy Review
Item: A. Policy 2121 - Substance Abuse Program
Purpose: FYI
Submitted by:
Related Material: 2121 Substance Abuse Program.pdf

Policy: 2121
Section: 2000 - Instruction

Substance Abuse Program

The board recognizes that the abuse of alcohol, and the use and abuse of controlled illegal, addictive, or harmful substances including marijuana (cannabis) and anabolic steroids is a societal problem and may represent an impairment to the normal development, well-being, and academic performance of students. To ensure the safety, health, and well-being of all students, the board is committed to the development of a program which emphasizes drug and alcohol abuse prevention, intervention, aftercare support, and necessary corrective actions. The program will address the legal, social, and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol. The program will be age-appropriate and developmentally based for all grades.

The board recognizes the effects on the school, home, and community resulting from the abuse of alcohol and the use and abuse of controlled illegal, addictive, or harmful substances including anabolic steroids. While the primary obligation to seek assistance rests with the student and his/her parent(s)/guardian(s), school staff will work with the home and community to develop and implement a comprehensive prevention and intervention program. The board will seek the support, cooperation, and coordination of public and private agencies through the formation of an advisory committee, including representatives from the instructional staff, students, parents, state and local law enforcement staff, and the county coordinator of alcohol and drug treatment or a representative of a treatment provider.

To keep students, families, and community members informed about drug abuse issues, the district will make information from the Department of Health that addresses substance use trends, overdose symptoms, and response, and the secure storage of prescription drugs and over-the-counter medications available in accordance with Policy 4000 (Public Information Program).

The superintendent or designee is directed to develop and implement procedures to assess the scope of the problem of the use of addictive substances such as alcohol, drugs, and nicotine, and to reduce and/or eliminate the problems associated with the use of alcohol, drugs, and nicotine.

Parents and interested community members are encouraged to visit the school and/or classroom to observe classroom prevention activities and review prevention instructional materials. At the conclusion of each year, the district will evaluate the effectiveness of the program.

Cross References:	5203 - Staff Assistance Program
	3241 - Student Discipline
	4001 – Public Information Program
Legal References:	RCW 28A.170.075 Findings - Intent
	RCW 28A.210.310 Prohibition on use of tobacco products on school property
	HB 1230 (2023) School-Public Health Information
	RCW 69.50.101 Definitions
	RCW 69.51A.060 Crimes - Limitations of chapter
	Washington Initiative Measure No. 502
	20 U.S.C. 7101 et seq. Safe and Drug-Free Schools and Communities Act
	Title 21 Section 811, Controlled Substances Act
Management Resources:	2023 – July Issue
	2013 - February Issue

Adoption Date: **November 26, 2024**

Classification: **Discretionary**
Revised Dates: **12.11; 02.13; 07.23**

Coversheet

Policy 3115 - Students Experiencing Homelessness - Enrollment Rights & Services

Section: VI. Policy Review
Item: B. Policy 3115 - Students Experiencing Homelessness - Enrollment Rights & Services
Purpose: FYI
Submitted by:
Related Material:
3115 Students Experiencing Homelessness Enrollment Rights and Services.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**

Coversheet

Policy 6119 - Uncollected Non-Tax Revenue

Section: VII. Policy Removal
Item: A. Policy 6119 - Uncollected Non-Tax Revenue
Purpose: Discuss
Submitted by:
Related Material: 6119_Uncollected_Non_Tax_Revenue.pdf

Policy No. 6119
Management Support

UNCOLLECTED NON-TAX REVENUE

The board will make an effort to collect all revenues due from federal, state, local and non-tax sources. At the first meeting in a new fiscal year, the superintendent will prepare a list of uncollected non-tax revenues from the past fiscal year including but not limited to unpaid rentals, fines, fees, and other charges and the actions that have been taken to collect the receivables. If not collected by December 30, the board will declare the remaining receivables as uncollectible.

Adoption: November 17, 1999