Griffin School District #324

Griffin School Board Meeting

Date and Time

Wednesday October 22, 2025 at 6:00 PM PDT

Location

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

Board Meeting Zoom Link

Agenda

		Purpose	Presenter
I.	**Opening Items**		
A.	Record Attendance		
B.	Call the Meeting to Order Pledge of Allegiance Approval of Meeting Agenda Land Acknowledgement	Vote	
C.	Board Recognition of Students, Staff or Community Members **Griffin School Foundation**		

Purpose Presenter

- Teri Weaver, Auction, Co-Chair
- Tammy Questi, Auction Co-Chair
- Toni Hull, Auction Co-Chair
- Heather Zuchowski, Secretary
- Alley Savin, Vice President
- Jagger Sapp, Treasurer
- Xad Gonzales, President

Griffin School PTO

- Jennie Anderson, President
- Joanna Carns, Vice President, Arts Walk Coordinator, Science Fair Coordinator
- Meghan Sapp, Secretary
- Tanya Riley, Treasurer
- Lisa Bell, Membership Co-Chair, Fall Festival Sponsorship Coordinator, Spring Fundraiser Coordinator
- Ashly Diaz, Membership Co-Chair and Book Fair Coordinator
- Megan Pennington, Fall Festival Coordinator
- Ashley Robertson, Staff Appreciation Coordinator & Fall Festival Auction Coordinator

II. Public Comment

A. Comments from the Public — FYI

Griffin School Board Meeting Public Comment Sign Up (Google Form)

III. CONSENT AGENDA

A. Approval of Board Meeting Minutes - September 24, 2025 — Approve Minutes

B. Approval of Study Session Minutes - October 8, 2025 — Approve Minutes

C. Approval of Warrants & Payroll — FYI

October 2025

D. Approval of the Enrollment Report — FYI

		Purpose	Presenter
	Enrollment Report: October 1, 2025		
E.	Approval of the Personnel Report Personnel Report: October 22, 2025	FYI	
F.	Approval of All Consent Agenda Items	Vote	

IV. NEW BUSINESS

A.	Resolution 25-26-01: Certification of 2026 Excess Property Taxes	Vote	Finance Director Kim Ferra
B.	Student Discipline Systems	FYI	Assistant Principal Erin Hagen

V. OLD BUSINESS

A.	Approval of Consolidated School Improvement Plan 2025-2026 Presentation of plan was given at the October 8, 2025 Study Session.	Vote	

VI. POLICY - NEW

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

VII. POLICY - UPDATES

A.	3241 Student Discipline	Vote	

VIII. POLICY - REVIEW

No policies to review at this time.

IX. POLICY - REMOVAL

A.	6119 Uncollected Non-Tax Revenue	Vote	

X. DISTRICT REPORTS

		Purpose	Presenter
A.	Finance Director's Report	FYI	Finance Director Kim Ferra
	September 2025 Budget Status Report		
B.	Superintendent's Report		

XI. Closing Items

A.	For the Good of the Order		
B.	Executive Session	Discuss	
C.	Adjourn Meeting	Vote	

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

Coversheet

Call the Meeting to Order

Section: I. Opening Items
Item: B. Call the Meeting to Order
Purpose: Vote
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

Approval of Board Meeting Minutes - September 24, 2025

Section: III. CONSENT AGENDA
Item: A. Approval of Board Meeting Minutes - September 24, 2025
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Griffin School Board Meeting on September 24, 2025

APPROVED

Griffin School District #324

Minutes

Griffin School Board Meeting

Date and Time
Wednesday September 24, 2025 at 6:00 PM

Location
Griffin School Library
6530 33rd Avenue NW
Olympia, WA 98502

Directors Present
Blair Baker, Emma Rose, Julie Osterberg

Directors Absent
Tesa Frevert, Trish Hefton

Guests Present
Alex Jones, Ashley Herron, Erin Hagen, Kim Ferra, Kirsten Rue, Kyle Nixon, Maitri Sojourner, Rebekah Keiser

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Julie Osterberg called a meeting of the board of directors of Griffin School District #324 to order on Wednesday Sep 24, 2025 at 6:01 PM.

C. Board Recognition of Students, Staff or Community Members

New Recess Mentors:
Seventh-grade students **Tucker DeLong** and **Landon Hufana** were recognized as new Recess Mentors. They assisted younger students during recess by helping them play games, resolve conflicts, and build positive relationships.

Landon shared that they played football, basketball, and other games with the younger students.
Tucker stated that it was a lot of fun helping the younger students and that they enjoyed participating in many games together.

Director Rose asked what strategies they used to assist younger students.
Tucker responded that they stepped in between students if necessary and talked with them to help resolve issues.

A **member of the public** asked if Griffin provided training for student mentors.
Superintendent Rue responded that a Restorative Practices Training would be held at Griffin on **November 12**, and both Tucker and Landon had been selected as leaders to help pilot the program.

Dr. Ashley Herron, 7th and 8th grade teacher, was recognized for earning her **doctoral degree**. The Board commended her perseverance and commitment to continued learning, highlighting her dedication to professional growth.

Director Rose asked Dr. Herron what one of the key insights from her research had been.
Dr. Herron shared that teachers experienced great satisfaction when participating in self-directed learning, gaining a sense of self-efficacy. She emphasized her belief in developing teacher leaders and valuing them as experts in their fields, and thanked the Board for supporting her work at Griffin.

Finance Director Kim Ferra was recognized for her longstanding service as Griffin's fiscal director. Superintendent Rue expressed deep appreciation for Kim's dedication and expertise, noting that her careful management had kept Griffin financially stable despite challenging economic conditions. While nearby districts faced binding conditions requiring state oversight, Griffin remained solvent thanks to Kim's leadership and fiscal responsibility.

II. Public Comment

A. Comments from the Public

Maitri Sojourner provided comments and submitted an attached document for the record.

III. CONSENT AGENDA

A. Approval of Board Meeting Minutes - August. 27, 2025

Emma Rose made a motion to approve the minutes from Griffin School Board Meeting on 08-27-25.
Blair Baker seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approval of Study Session Minutes - September 10, 2025

Emma Rose made a motion to approve the minutes from Griffin School Board Study Session on 09-10-25.
Blair Baker seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Approval of Warrants & Payroll

D. Approval of the Enrollment Report

E. Approval of the Personnel Report

F. Approval of All Consent Agenda Items

Emma Rose made a motion to Approve Consent Agenda.
Blair Baker seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. NEW BUSINESS

A. Facilities Update

Griffin School District Facilities Update

A presentation was provided summarizing Summer 2025 projects, which included deep cleaning, water filter installation, drywall repairs, installation of a new hot water heater, refurbishing the picnic shed, and the installation of new boilers.

The main project of the year was the installation of new boilers, completed in partnership with **West Coast Mechanical**, a local business. Superintendent Rue noted that the project positioned Griffin for improved efficiency moving forward.

Griffin continued progress toward becoming a “green” school. The district received a grant from the **Department of Commerce** and participated in a **Puget Sound Energy program** to help reduce overall energy spending.

Facilities Supervisor Alex presented the Capital Projects Fund Plan, outlining identified projects, priorities, and associated costs.

A **member of the public** asked about reserve funds, and **Superintendent Rue** explained the five separate district funds.

Board members expressed appreciation for Alex and his team:
Director Rose commended their efforts.
Director Osterberg acknowledged the detailed planning.
Director Baker expressed appreciation for the work done to secure new grants.

B. Technology Plan Review

Technology Supervisor Kyle Nixon provided an update on the Technology Plan. In May, all teacher laptops were replaced, and new laser projectors were installed in every classroom over the summer. Eighty new iPads were added, replacing outdated devices. Middle school students are no longer to take iPads home daily; instead, charging stations were added to classrooms.

Phase 2 of the plan, scheduled for next summer, will include a complete Wi-Fi upgrade and enhanced network security.

Superintendent Rue thanked the community for approving the **February 2024 Levy**, which funded many of these updates, emphasizing the importance of local levy support.

C. Spring 2025 SBAC Results

SBAC Summary 2024-25 Presentation

A presentation was provided summarizing **Spring 2025 SBAC assessment results**.
Performance levels were explained as follows:
Level 1: Below grade-level knowledge
Level 2: Foundational grade-level knowledge
Level 3: Consistent grade-level knowledge (college-ready)
Level 4: Advanced grade-level knowledge

Griffin students performed strongly compared to state averages in all tested areas.

Level 2, 3 & 4: ELA
-State: 70.9%
-Griffin: 83.8%

Level 3 or 4: ELA
-State: 50.9%
-Griffin: 64.3%

Level 4: ELA
-State: 24.1%
-Griffin: 26.2%

Level 2, 3 & 4: Math
-State: 63.3%
-Griffin: 77.4%

Level 3 or 4: Math
-State: 40.7%
-Griffin: 54.5%

Level 4: Math
-State: 21.8%
-Griffin: 26.5%

Level 2, 3 & 4: Science
-State: 62.6%
-Griffin: 86.0%

Level 3 or 4: Science
-State: 40.7%
-Griffin: 66.9%

Level 4: Science
-State: 15.9%
-Griffin: 28.9%

Director Rose asked whether Griffin performed above the state in all categories.

Principal Keiser confirmed that the district performed above state averages overall. Further discussion followed regarding cohort growth, grade-level comparisons, and strategies for addressing students performing below grade level.
Assistant Principal Hagen acknowledged the challenges of closing achievement gaps, particularly for students multiple grade levels behind.

Principal Keiser described how the school's **MTSS process** utilizes individualized data tracking—covering assessment scores, attendance, and other indicators—to ensure comprehensive student support.

Director Rose asked whether the SBAC data would be shared with families and the community.

Principal Keiser confirmed that results could be uploaded to **Qmlativ** and would be added to the website.

Superintendent Rue noted that an **assessment page** was being developed on the district website to share these results publicly.

V. OLD BUSINESS

A. Approval of Superintendent's Goals 2025-2026

Emma Rose made a motion to approve the Superintendent's Goals for 2025-2026.
Blair Baker seconded the motion.
Superintendent Rue reviewed the general goal areas, originally discussed during the September 10th Study Session:
1. Student Voice
2. Community Engagement
3. Building Board Knowledge of District Operations

Director Osterberg appreciated the connection between these goals and the Strategic Plan.

Director Rose noted that the outlined format would make the future review process more efficient.
The board **VOTED** unanimously to approve the motion.

VI. POLICY - UPDATES

A. 2151 Interscholastic Acitivities

Emma Rose made a motion to approve Policy 2151.
Blair Baker seconded the motion.
Superintendent Rue confirmed the policy was reviewed during the September 10th Study Session and that related surveys would be administered every three years.
The board **VOTED** unanimously to approve the motion.

B. 3141 Nonresident Students

Emma Rose made a motion to approve Policy 3141.
Blair Baker seconded the motion.
Superintendent Rue explained that the policy update aligned Griffin’s transfer process with state compliance requirements.
The board **VOTED** unanimously to approve the motion.

C. 6210 Purchasing Authorization & Control

Blair Baker made a motion to approve Policy 6210.
Emma Rose seconded the motion.

Superintendent Rue noted that the update set a $25,000 spending limit for emergency expenditures requiring immediate action, such as a roof leak, without prior Board approval. Expenditures beyond that amount would require an emergency Board meeting.
The board **VOTED** unanimously to approve the motion.

D. 6212 Charge Cards

Blair Baker made a motion to approve Policy 6212.
Emma Rose seconded the motion.
Superintendent Rue stated that this policy was reviewed in detail during the September 10th Study Session.
The board **VOTED** unanimously to approve the motion.

E. 6215 Expense Claim Certification and Approval

Emma Rose made a motion to approve Policy 6215.
Blair Baker seconded the motion.
Superintendent Rue noted that the policy ensures internal auditing practices and caps expense claims at $5,000.
The board **VOTED** unanimously to approve the motion.

VII. DISTRICT REPORTS

A. Finance Director's Report

Finance Director Ferra reviewed the August 2025 Budget Status Report, included in the meeting packet. She stated that the district had used approximately **92%** of its planned expenditures and was in the process of closing the books for the fiscal year. Although expenditures exceeded revenues, the difference was less than initially projected.

B. Superintendent's Report

Beginning **October 1**, state legislation would require schools to begin paying taxes on many previously exempt services, including costs associated with the **Special Education Co-op**. Superintendent Rue encouraged continued advocacy with legislators to address this issue.

Effective **October 2**, Griffin would discontinue return bus service following athletic events due to low utilization and high cost ($300–$500 per event). Coaches would remain on site until all students were picked up.

Learning Walks for Board Members would be scheduled soon, providing opportunities to observe daily activities without evaluative intent.

Superintendent Rue recently attended a **Leadership & Happiness Symposium for Superintendents** and looked forward to incorporating its concepts into her work.

She expressed appreciation to the **Griffin School Foundation** for its successful auction, which supports multiple district initiatives.

VIII. Closing Items

A. For the Good of the Order

Principal Keiser noted that 122 Griffin students were currently enrolled as **Choice Transfers**.

Director Rose reported attending the **WSSDA General Assembly**, commending the diverse representation of districts. She requested that the WSSDA survey be added to the next Study Session agenda.

Director Osterberg thanked the Board for their support during her absence in September.

B. Executive Session

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:19 PM.

Respectfully Submitted,
Julie Osterberg

Documents used during the meeting

- Payroll Sept. 2025.pdf
- Enrollment Sept. 2025.pdf
- Personnel Report Sept. 2025.pdf
- Superintendent Rue's 2025-26 Goals.pdf
- 2151 Interscholastic Activities.pdf
- 3141-Nonresident Students.pdf
- 6210-Purchasing Authorization and Control.pdf
- 6212-Charge Cards.pdf
- 6215-Expense Claim Certification and Approval.pdf
- Budget Status August 2025.pdf

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

Coversheet

Approval of Study Session Minutes - October 8, 2025

Section:	III. CONSENT AGENDA
Item:	B. Approval of Study Session Minutes - October 8, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Griffin School Board Study Session on October 8, 2025

APPROVED

Griffin School District #324

Minutes

Griffin School Board Study Session

Date and Time
Wednesday October 8, 2025 at 6:00 PM

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

Directors Present
Blair Baker, Emma Rose, Julie Osterberg, Tesa Frevert, Trish Hefton (remote)

Directors Absent
None

Guests Present
Allison Adair, Erin Hagen, Kirsten Rue, Rebekah Keiser

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Julie Osterberg called a meeting of the board of directors of Griffin School District #324 to order on Wednesday Oct 8, 2025 at 6:00 PM.

C.

Pledge of Allegiance & Land Acknowledgement

D. Approval of Agenda

Blair Baker made a motion to Approve the Agenda.
Emma Rose seconded the motion.
Addendum: Policy 2121 - Substance Abuse Program. Old policy was accidently added to the packet. Most recent policy has been uploaded to the online agenda and hard copies were given to the Board.
The board **VOTED** to approve the motion.

II. Board Member Committee Updates

A. Personnel

Superintendent Rue requested a meeting with the **Personnel Committee** and asked that a date be scheduled.

B. Policy

Superintendent Rue requested a meeting with the **Policy Committee** and asked that a date be scheduled.

C. Budget

Director Baker met with **Kim Ferra** a few weeks prior to set a monthly time for a financial review.
Allison was tasked with sending a calendar invitation to **Directors Baker and Frevert** to participate in a "spot audit" before the regular board meeting.

D. Facilities

There were **no Facilities updates**.

E. Legislative

Director Rose announced that he would discuss this topic further during the regular agenda.
Director Hefton expressed appreciation for the work that Director Rose contributed to this process.

III. New Business

A. 2025-26 School Improvement Plan Presentation

CORRECTION NOTED IN OCT. 22, 2025 BOARD MEETING:
Addendum to the Study Session Minutes from October 8, 2025:
2025-26 School Improvement Plan Presentation

"Principal Keiser reported that Griffin was notified that it was a 'school in improvement' in the Spring of ***2024***."
Julie Osterberg made a motion to approve the minutes from Griffin School Board Study Session on 10-08-25.
Trish Hefton seconded the motion.
The board VOTED to approve the motion.

Principal Keiser reported that **Griffin** was notified that it was a **"school in improvement"** in the Spring of 2023. Her presentation included graphs from the previous year, as well as an overall view from 2022. The school was labeled a **Tier 3 school of improvement**. While the school had previously received funding, it no longer had funding but was still required to follow the guidelines. She noted that the school had the potential to move out of this status by 2027.

Director Frevert asked why Asian students only appeared on the 2022 graph. **Principal Keiser** and **Superintendent Rue** explained that this was based on the school's population data.

Following discussions over the summer, the staff was better prepared with their goals.
Goals:
1. Effective and Engaging Instruction
2. Welcoming and Supportive Learning Environments
-Climate
-Belonging
3. Family & Community Engagement

Principal Keiser explained that **Superintendent Rue** was forming a **Grizzly Compass Crew** of students who would discuss the school climate. The **Panorama survey** is scheduled to take place in the Fall and Spring. The team hoped for increased numbers of survey completions by families.
The Fall Panorama survey would be scaled back to be shorter, with the full survey administered in the Spring. The Principal stated that the team now has excellent, measurable goals.

Director Osterberg shared that she appreciated how the goals tied into the **Strategic Plan**.
Director Frevert acknowledged that she had already noticed an improvement in communication.

Director Rose asked if there was any data on the **cell phone policy** now that it had been in place for a year. **Principal Hagen** stated that there had been a significant change, and students were not questioning it. Students were keeping their backpacks and phones in their lockers, and there were fewer discipline referrals as a result.

Superintendent Rue thought it would be interesting to look at **cyber-bullying data** from before the cell phone policy was implemented. **Director Osterberg** suggested this could be a task for the **Compass Crew**.

B. Reflections from Family Meetings & Open House

Principal Keiser distributed a survey via QR codes and flyers and initially received 13 responses. She sent it out again and received 41 responses to questions regarding:
- Benefits
- Should we do this again?

The majority of families found the meetings meaningful and felt they were a great way to start the school year. **80% would like to do this again**. Only seven elementary students did not attend, three of whom had students in different grades. Families were able to walk the lunch line, visit the playground, and drop off supplies. The team contemplated providing childcare.

The biggest challenge was for families who had both middle school and elementary students. The team would strategize ideas to accommodate childcare.

Director Frevert asked if there was feedback from Middle School families. There was no formal survey, but informal feedback indicated that the meeting time with teachers was too short.

Director Rose asked if Elementary teachers had feedback. **Principal Keiser** stated the teachers loved it and appreciated meeting the families and having time to get to know them before Fall conferences.

Superintendent Rue felt the event was a success from her perspective. She appreciated the intentionality of these meetings and the information teachers were able to provide to families.

For the Middle School, **Principal Keiser** noted feedback that there was repeat information on expectations, so streamlining that would be helpful.

For the new family orientation, she suggested it might be nice to host an **ice cream social** after the tours were given.

Director Rose asked when the decision would be made to hold the event again the following year. **Principal Keiser** shared that Griffin would need to submit a **waiver to OSPI** in the Spring.

C. Griffin School Board Legislative Priorities

Director Rose explained that the Board would be having a discussion about **Legislative priorities**. She noted that the **Washington State School Directors' Association (WSSDA)** compiles a large list of priorities and asks districts to identify their top ten. Each district in Washington State was expected to submit its top ten priorities based on the WSSDA list.

Director Rose asked the Board members to **email her their list of top ten** so that she could compile them into an overall top ten list for the Griffin School Board.

The Board engaged in a discussion and provided feedback regarding the priorities they felt were the most relevant and pressing for **Griffin** in particular.

Director Frevert observed that there was a lot of overlap in the provided list.

Director Rose felt that **Transition to Kindergarten (TK)** was important but noted that it was **not fully funded**. **Superintendent Rue** explained that TK originated after the pandemic and was not considered **Basic Education**, therefore it was on a year-to-year timeline.

Director Rose also mentioned the priority regarding **Funding for Early Learning Co-Curricular Enrichment and Unique Programs**, which also mentioned TK. She felt that the **Transition to Kindergarten** priority was more specific to TK than the broader Early Learning priority. **Director Baker** also noted both priorities and acknowledged that she and Director Rose were aligned on the issue.

Director Osterberg noted that some priorities were more detailed and provided bullet points, with **budget-related priorities** standing out to her.

Director Frevert pointed out that **Insurance Premiums** represented a huge expense.

Director Osterberg mentioned **Graduation Requirements & Pathways**, stating that while it was important, it wasn't directly relevant to Griffin.

Superintendent Rue questioned the priority related to **Salaries** and wondered if there was a discussion at WSSDA regarding the salary schedule. She explained that Griffin's average teacher salary was nearing six figures, and the district only received funding for 70% of that amount. The higher salary was due to many experienced teachers with Masters degrees, and the district did not receive full funding for their entire salaries. Director Rose did not feel this priority was pushing for a change in the salary schedule but thought it related to salary comparables to State employees.

Director Frevert asked for a discussion on **Levy Authority**, feeling it was pertinent to Griffin and allowed the district to employ so many well-qualified teachers. Director Rose clarified that this priority related to **access to Levy funds**.

Director Frevert asked about the **Government to Government Constitution** priority, as she was unclear about its exact process. Director Rose explained that it was adopted in 2020 and that WSSDA supported legislation that backed **Tribal Consultation**.

Director Rose reminded everyone that **all of these priorities were supported by WSSDA**, and the organization was simply asking districts to submit their top ten.

Superintendent Rue had questions regarding the **Consolidation of School Districts**. Director Rose explained that consolidation should only occur by a **vote of citizens** and not by a Legislative vote. Superintendent Rue shared that there was a study from **WASA** about the value of small school districts, and she expressed her interest in getting involved in that study. Director Rose stated that she was available to help support the Superintendent in this effort.

Director Baker asked if the **Artificial Intelligence (AI)** priority was about creating policy. Director Rose believed it was in support of the **creative use of AI**, viewing it as a positive effort managed in an ethical manner.

Director Hefton stated that **Early Learning priorities** were very important to her. She also highlighted **MSOCs** (Maintenance, Supplies, and Operating Costs), as it was a great, current need for Griffin, and she felt funding should be provided to do the work the district was asked to do. Another important item was the **Open Meeting** priority, which she felt was vital to their Executive Sessions. Another important topic to her is **stabilizing budgets**. She noted that the district was not fully funded and had to dip into reserves for ongoing operations, which was not sustainable forever. Finally, she stressed the importance of **mental health**, prioritizing mental health support within schools. She felt schools were expected to care for kids but were not fully funded to do all of this.

Director Osterberg mentioned **Expanding Access to Re-engagement** but was unclear what Re-engagement programs were. Superintendent Rue explained that it likely referred to **re-engagement after a student's life had taken them away from being involved in school**, which could be for various reasons. She noted that it could take a lot of support to get a student fully back into the school environment.

Director Rose addressed **Fiscal Notes and Unfunded Mandates**. She noted that during the discussion at WSSDA, there was hesitancy around implementing programs when there was no funding to back them up, leaving schools to fund mandates on their own. **Director Hefton** agreed, stating that **Unfunded Mandates** needed to be reduced in general.

Director Rose acknowledged that the Board could discuss these priorities all evening. **Director Osterberg** acknowledged Director Rose's efforts in coordinating all of this and noted that the Board had ample time to discuss and ask questions.

IV. New Policy

A. Policy 6217 - Electronic Funds Transfer (EFT)

Superintendent Rue explained that the State Auditor recommended two new policies to Griffin following the most recent audit in the spring. Griffin currently only utilizes **Electronic Funds Transfer (EFT)** for payroll and payroll taxes. This policy would allow for future EFT processes. The Superintendent explained that if Griffin were to use EFT for Accounts Payable, the process would mirror warrant payments: the Board would approve payments, and they would be sent out the next day.

Director Rose acknowledged that the policy was straightforward and included good parameters.

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

Superintendent Rue explained that the portion highlighted in yellow would be changed to **$30,000** (instead of 1% of prior year expenditures). This change aligned with what other similar-sized districts were doing. He explained that a **Subscription-based Information Technology Arrangement (SBITA)** was a long-term tech arrangement, and while Griffin did not currently have one, the closest example was the contract for the copy machines, which was an "over time" lease. This policy would require the district to report a fiscal liability at year-end if the contract exceeded the $30,000 threshold and could not be terminated at the end of the year, thereby acknowledging a large, locked-in fiscal expenditure.

Director Hefton appreciated the policy verbiage and the **$30,000** amount.

V. Policy Updates

A. Policy 3241 - Student Discipline

Superintendent Rue emphasized the importance of this policy, as administrators had to refer to it. **Assistant Principal Hagen** would provide discipline updates at the next board meeting. The policy acknowledged that some events at school required **non-discretionary discipline** (such as a physical assault). **Discretionary discipline** relied on the decision of the teacher and/or administrator, who had to use discretion based on the issue. The Superintendent stated that this was the fundamental vocabulary change in the updated policy and that it was important to understand. He noted that, by and large, this was not a major shift for Griffin and that Assistant Principal Hagen had taken great steps to ensure Griffin’s practices were current. The procedure protected parents' rights to be informed and involved before discipline decisions were made. Assistant Principal

Hagen would provide more detail on the Procedure, which was longer than the WSSDA updated policy.

Director Hefton acknowledged the differences in teachers' disciplinary actions. She stressed that it was important to streamline the Procedure to set clear expectations for teachers.

Superintendent Rue looked forward to walking through the Procedure with the Board at the next meeting. She stated that the change in law had placed the judgment onto the teachers and also required the Board to adopt the options of responses for teachers. Although Procedures were not typically in the hands of the Board, he felt this was important for the Board to be aware of. The district would align **Restorative Practices** with discipline, noting that a disciplinary response did not have to be the traditional model. The Superintendent expressed optimism and hope.

VI. Policy Review

A. Policy 2121 - Substance Abuse Program

Superintendent Rue reminded the Board that this Policy was required to be reviewed annually. Since the Policy was adopted in November 2024, she asked if it raised any questions or concerns based on the previous school year. She noted that there were **vaping issues** last year, which were addressed, and that there had been no issues this year.

B. Policy 3115 - Students Experiencing Homelessness - Enrollment Rights & Services

Superintendent Rue explained that the Counselors presented on this policy the previous year, and she suggested reviewing it every other year, as it was important for the Board to be aware of **homelessness**. The bulleted list in the policy provided a description of homelessness. Students experiencing housing insecurity identified through **McKinney-Vento** were allowed to remain students at Griffin, regardless of the district they relocated to, and Griffin would provide transportation. The counselors worked closely with McKinney-Vento families.
Director Hefton offered support if input was needed for the Procedure for this policy.

VII. Policy Removal

A. Policy 6119 - Uncollected Non-Tax Revenue

Superintendent Rue announced that at the next meeting, she would ask for a vote to **remove this policy** as it was no longer part of WSSDA's policy. The removal was necessary because it conflicted with the district's current policy on fines and fees.

VIII. Superintendent Updates

A. Superintendent Kirsten Rue

Updated photos of each board member were requested on **November 14th**, which was picture makeup day at Griffin. Superintendent Rue expressed hope that all members would be able to attend and asked them to coordinate with Allison.

The district is working on **Artificial Intelligence (AI)**. The use of AI had been restricted on student iPads until staff could work with students to use it appropriately for creativity and expanding knowledge. Specific classes (e.g., future tech) had access, and this would be an ongoing conversation.

At the next meeting, **Director Ferra** will discuss **Payroll** and how it is encumbered. The district would not encumber Payroll this year to have a better idea of the remaining funds and how money was being spent. Director Ferra would provide further explanation. She felt this would be helpful for looking at the actual spending instead of what was budgeted.

IX. Closing Items

A. For the Good of the Order

Director Osterberg reported that the first **staff/student/community recognition** was held at the last meeting and would continue monthly. The **PTO and GSF** would be recognized next month. She asked the Board to think of other ideas for future meetings.

She and **Superintendent Rue** were working on **guidelines regarding Public Comment**. More specific details were needed to be prepared if issues arose.

Director Rose will not be at the next meeting.

There would be an open spot on the **South Sound Reading Foundation**. **Director Hefton** expressed interest in joining.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:12 PM.

Respectfully Submitted,
Julie Osterberg

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

Coversheet

Approval of Warrants & Payroll

Section: III. CONSENT AGENDA
Item: C. Approval of Warrants & Payroll
Purpose: FYI
Submitted by:
Related Material: GF PAYROLL VOUCHER REGISTER OCTOBER 2025.pdf
AP VOUCHER REGISTER OCTOBER 2025.xlsx - Google Sheets.pdf

GRIFFIN SCHOOL DISTRICT NO. 324

General Fund Payroll Voucher Register Certification

Board Date: **October 22, 2025**

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of **October 31, 2025**, the Board, by a _____ vote, does approve for payment those checks (warrants and direct deposits) included in the following list and further described as follows:

THURSTON COUNTY TREASURER - GF Warrants Outstanding and Direct Deposits
in the total amount of: **$ 787,787.57**

CHECK DATE	CHECK NUMBER FROM	CHECK NUMBER TO	CHECK AMOUNT	
October 31, 2025	75101331	75101335	1,107.82	Payroll Warrants
October 31, 2025	9000001777	9000001877	401,876.02	Direct Deposit
October 31, 2025	75018891	75018901	150,004.25	Payroll Vendor Warrants
October 31, 2025	202300047	202300048	234,799.48	Payroll Wire Transfers
		Total	$ 787,787.57	

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Secretary: _____

Payroll Check Summary

Payroll Run: 10/31/2025 **GRIFFIN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 22, 2025, the Board, by a _____ vote, approves payments, totaling $402,983.84, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: Payroll ACH

Warrant Numbers 75101331 through 75101335, totaling $1,107.82

Direct Deposit Numbers 9000001777 through 9000001877, totaling $401,876.02

Additional Direct Deposit amount, totaling $0.00

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 22, 2025, the Board, by a _____ vote, approves payments, totaling $150,004.25, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: GF Warrants Outstanding
Check Numbers 75018891 through 75018901, totaling $150,004.25

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

_____

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Powered by BoardOnTrack

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 22, 2025, the Board, by a _____ vote, approves payments, totaling $234,799.48, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: Payroll Wire EFTPS & DRS

Wire Transfer Payments 202300047 through 202300048, totaling $234,799.48

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

_____

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Powered by BoardOnTrack

GRIFFIN SCHOOL DISTRICT NO. 324

Accounts Payable Voucher Register Certification

Board Date: **October 22, 2025**

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on this listing which has been made available to the board.

As of October 22, 2025 the Board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows:

THURSTON COUNTY TREASURER - Warrants Outstanding
in the total amount of: **$ 101,347.13**

CHECK DATE	CHECK NUMBER FROM	CHECK NUMBER TO	CHECK AMOUNT	FUND DESCRIPTION
October 23, 2025	75018902	75018950	99,264.31	General Fund
October 23, 2025	75018951	75018951	549.00	General Fund
October 23, 2025	75018952	75018952	1,063.92	General Fund
October 23, 2025	75020939	75020939	469.90	Associated Student Body
			$ 101,347.13	

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Secretary: _____

Coversheet

Approval of the Enrollment Report

Section: III. CONSENT AGENDA
Item: D. Approval of the Enrollment Report
Purpose: FYI
Submitted by:
Related Material: 2025-2026 Enrollment Count.xlsx - Oct25.pdf

ENROLLMENT - October 1, 2025

2025 - 2026 School Year

ELEMENTARY SCHOOL

Teacher	Head Count	FTE		Overage
PRESCHOOL				
Hutnik				
	4	*4*		
TRANSITIONAL KINDERGARTEN				
Hutnik	15			
MacGregor	15			
	30	*30.00*		***0***
KINDERGARTEN				
Anderson	19			
Daugherty	20			
Conley	19			
	58	*58.00*		***0***
FIRST GRADE				
Oestreich	20	*0.5*	*BK*	*0*
Shattuck	21			*0*
Singleton	20			*0*
	61	*60.50*		*0*
SECOND GRADE				
Evans	20			
Jenson	21			
Tomlin	22			
	63	*63.00*		
THIRD GRADE				
Alviar	23			*0*
Toepke	23			*0*
	46	46.00		*0*
*** FOURTH GRADE**				
Jirsa	22	*0.98*	*FL*	*0*
Schreck	23			*0*
Smith	23			*0*
FL	***1***			
AD	**1**			
	70	*69.02*		*0*
*** FIFTH GRADE**				
Dowler	23	*0.93*	**TR**	*0*
Ehresmann	21			*0*
Potkonjak	22			*0*
	66	*65.07*		*0*
Total Elementary	**394**	*391.59*		0

Teacher	Head Count	FTE		Overage
SPECIAL EDUCATION - CASE LOADS				
Thompson	22			*0*
St Louis	28			*0*
Hickam	8			*0*
Brown	27			*0*
Hutnik	**7**			
	92			*0*

MIDDLE SCHOOL

SIXTH GRADE (ELA)				
Class 1	23			*0*
Class 2	14			*0*
Class 3	25			*0*
St. Louis	2			*0*
	64	*64.00*		*0*
*** SEVENTH GRADE**				
Class 1	29	*0.15*	*RM*	*0*
Class 2	26			*0*
Class 3	20			*0*
AG	**1**			
	76	*75.85*		*0*
*** EIGHTH GRADE**				
Class 1	20	*0.28*	*MG*	*0*
Class 2	22			
Class 3	19			*0*
St. Louis	1			*0*
	62	*61.72*		*0*
Total MS	**202**	*201.57*		0

Grade	GEA	State
Preschool	4	5
Transitional K	17	17
Kindergarten	20	17
First Grade	21	17
Second Grade	22	17
Third Grade	23	17
Fourth Grade	24	27
Fifth Grade	24	27
Sixth Grade	26	27
Seventh Grade	26	28
Eighth Grade	26	28
	Case Load	**Case Load**
SPED	27	27
Life Skills	10	10
Preschool (1:10)		10

ACTUAL		
PRESCHOOL	**4**	
TK	**30**	
SPED	**92**	
ELEMENTARY	**394**	*391.59*
MIDDLE SCHOOL	**202**	*201.57*
TOTAL:	**596**	
TOTAL FTE:	**593.16**	

ELL Students	
Sixth Grade	AB
Fifth Grade	JT
	2

Partial FTE's

		Grade		
0.50	BK	1st	Bex Kelley	
0.02	FL	4th	Fiona Lynn	
1.00	AD	4th	Abel Deal	Program
0.17	TR	5th	Torah Rowlands	Home Bound
0.72	MG	8th	Max Graunke	HS
0.85	RM	7th	Rylan Mumma	Gymastics

3.26 TOTAL

Coversheet

Approval of the Personnel Report

Section: III. CONSENT AGENDA
Item: E. Approval of the Personnel Report
Purpose: FYI
Submitted by:
Related Material: Personnel Report 10.22.2025.pdf

Griffin School District
Personnel Report
Prepared by Kim Ferra

Personnel Report

October 22, 2025 School Board Meeting

Employment:

- No Report

Out of Endorsement:

- No Report

Leave of Absence:

- No Report

Extra-Curricular:

- Approval to hire **Grace Conley,** EL Coordinator, effective September 3, 2025
- Approval to hire **Kayleen Evans**, Elementary Yearbook Advisor, effective October 15, 2025
- Approval to hire **Camie McGregor**, Elementary Yearbook Advisor, effective October 15, 2025

Resignation/Termination/Provisional:

- Approval of resignation **Kate Losee**, Girls Soccer Coach, effective September 22, 2025
- Approval of resignation **Justin Poland**, Archery Coach, effective September 22, 2025

Retirement:

- No Report

Other:

- No Report

Coversheet

Resolution 25-26-01: Certification of 2026 Excess Property Taxes

Section: IV. NEW BUSINESS
Item: A. Resolution 25-26-01: Certification of 2026 Excess Property Taxes
Purpose: Vote
Submitted by:
Related Material: Resolution 25-26-01.pdf

SCHOOL DISTRICT
COUNTY, WASHINGTON

RESOLUTION NO. 25-26-01

CERTIFICATION OF 2026 EXCESS PROPERTY TAXES

A RESOLUTION of the Board of Directors of Griffin School District, Thurston, Washington, certifying to the County Commissioners of Thurston County, Washington and the Superintendent of Educational Service District 113, the amount of excess property taxes to be levied in year 2025 and collected in year 2026 for the District's General Fund and Capital Projects Fund; the amount of recovery of levy funds not collected between October 1, 2024 and September 30, 2025 due to tax refunds or abatements; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF GRIFFIN SCHOOL DISTRICT NO. 324), THURSTON COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Griffin School District No. 324, Thurston, Washington (the "District") takes note of the following facts and makes the following findings and determinations:

(a) By Resolution No. 25-26-01, the Board adopted a budget for Fiscal Year 2025-26 (the "2025-26 Budget") that included certified General Fund Educational Programs and Operations Replacement Levy excess property taxes in the amount of $2,968,015 to be levied in 2025 and collected in 2026. The Board has determined that the amount of the District's General Fund Educational Maintenance and Operations Replacement Levy excess tax levy previously certified in the 2025-26 Budget of $2,968,015 should now be increased to $3,750,000.

Section 2. Certification of General Fund Excess Property Tax Levy: Assessor Authorization. Pursuant to RCW 84.52.020, the Board certifies to the County Commissioners of Thurston County Washington and the Superintendent of Educational Service District 113, an excess property tax levy in the amount of $3,750,000 to be levied in calendar year 2025 and collected in calendar year 2026 for the District's General Fund. The Assessor of Thurston County, Washington, is authorized and directed, without further Board action, to reduce the General Fund excess property tax levy amount to be extended upon the tax rolls and collected in calendar year 2026 to be consistent with the limitations imposed by RCW 84.52.0531.

Section 3. General Authorization and Ratification. The Secretary to the Board, the President of the Board and other appropriate officers of the Griffin School District are authorized to take all other actions and execute all other documents necessary to effectuate the provisions of this resolution, and all prior actions taken in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 4. Effective Date. This resolution takes effect from and after its adoption.

Coversheet

Approval of Consolidated School Improvement Plan 2025-2026

Section: V. OLD BUSINESS
Item: A. Approval of Consolidated School Improvement Plan 2025-2026
Purpose: Vote
Submitted by:
Related Material: 2025-2026-Consolidated-School-Improvement-plan-Griffin.docx.pdf

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

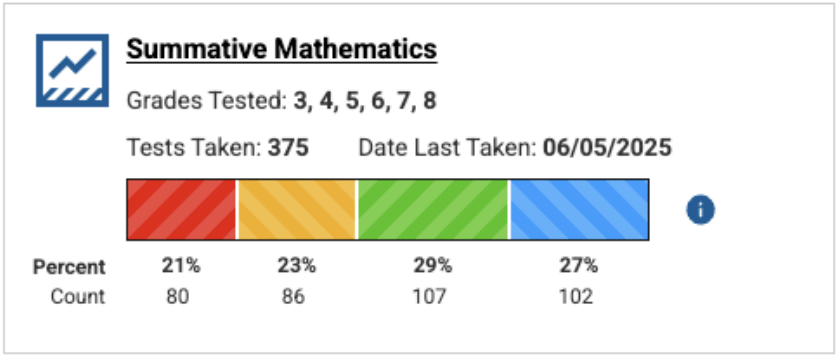
Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student 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).

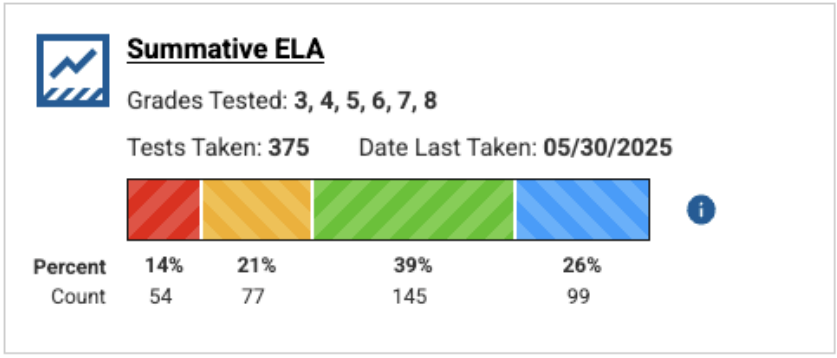
Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate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

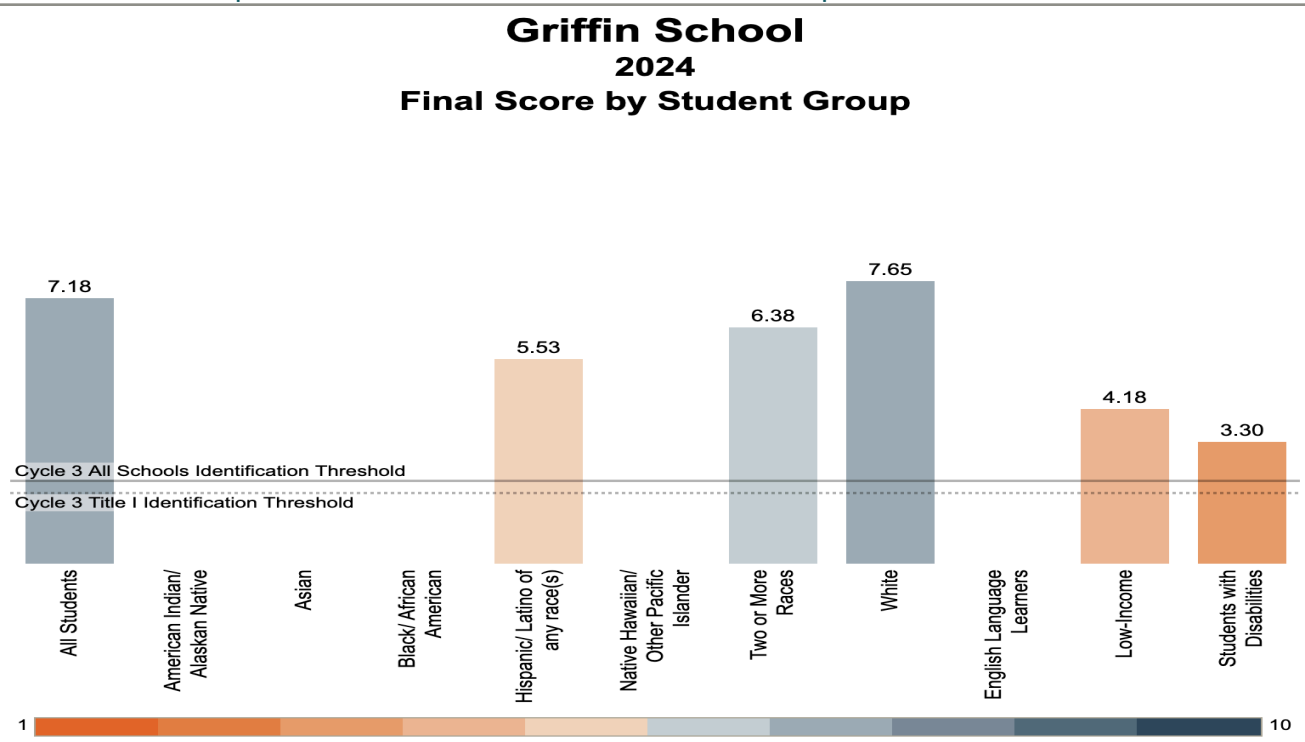
Student Populations

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)?

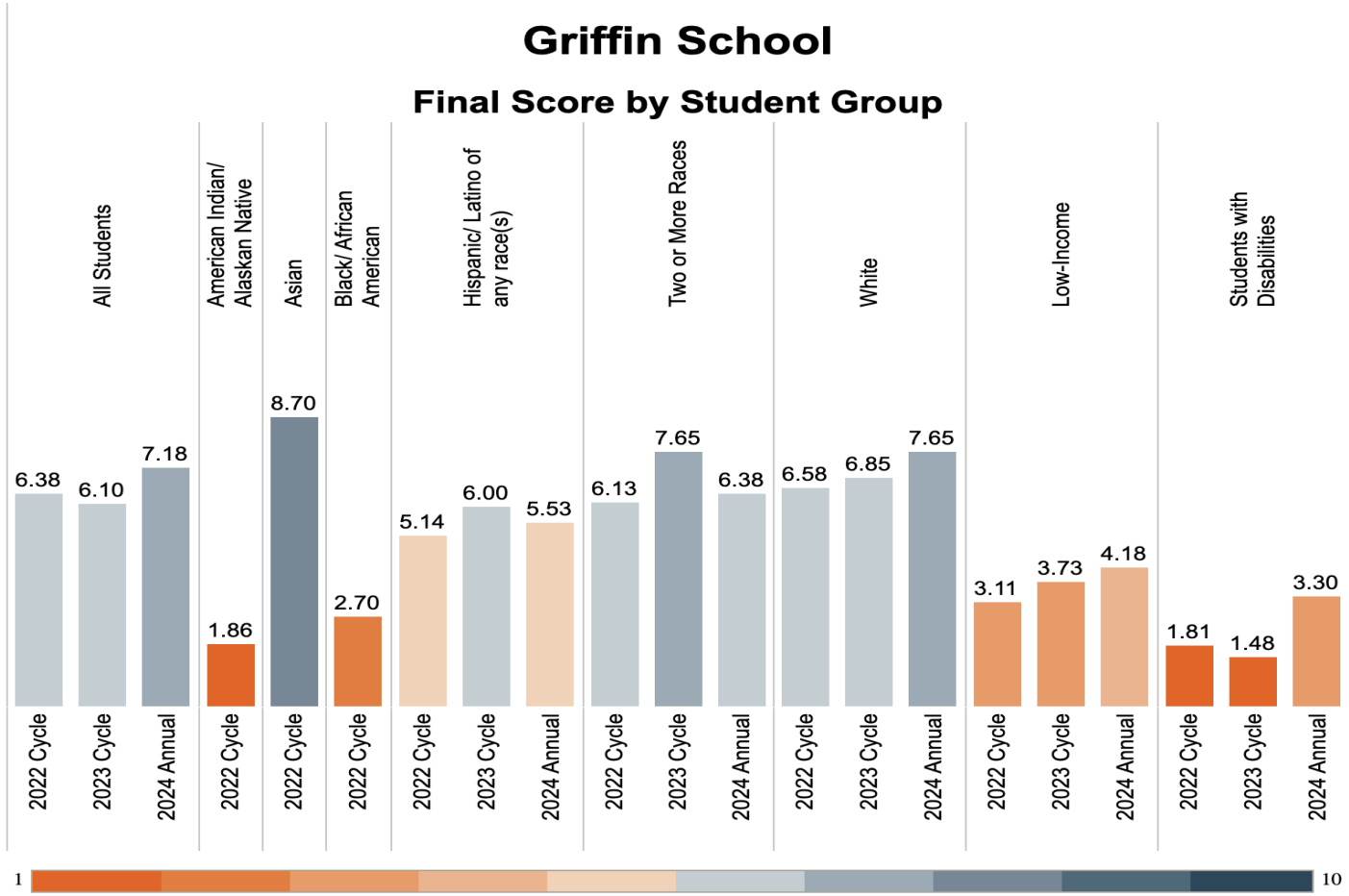




Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)



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



- 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

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

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

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

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

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).*

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 2025–2026 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 2025–2026 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 in grades 6-8 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 in grades 6-8 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 2025–2026 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.	-Throughout the school year	-Admin Team -District Public Relations & Website coordinator	-School email, school website, Social Media

	-Post regular updates on school 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

6217 Electronic Funds Transfer (EFT)

Section: VI. POLICY - NEW
Item: A. 6217 Electronic Funds Transfer (EFT)
Purpose: Vote
Submitted by:
Related Material: 6217 Electronic Funds Transfer.pdf

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

Griffin Adoption Date: **October 22, 2025**

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

© 2020-2025 Washington State School Directors' Association. All rights reserved.

Coversheet

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

Section: VI. POLICY - NEW
Item: B. 6550 Capitalization Threshold for Leases & Subscription-Based Information Technology Arrangements (SBITAs)
Purpose: Vote
Submitted by:
Related Material: 6550 Capitalization Threshold.pdf

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 $30,000 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

Griffin Adoption Date: **October 22, 2025**

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

© 2020-2025 Washington State School Directors' Association. All rights reserved.

Coversheet

3241 Student Discipline

Section: VII. POLICY - UPDATES
Item: A. 3241 Student Discipline
Purpose: Vote
Submitted by:
Related Material: 3241 Student Discipline.docx.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

Adopted by Griffin: **October 22, 2025**

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**

© 2020-2025 Washington State School Directors' Association. All rights reserved.

Coversheet

6119 Uncollected Non-Tax Revenue

Section: IX. POLICY - REMOVAL
Item: A. 6119 Uncollected Non-Tax Revenue
Purpose: Vote
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

Coversheet

Finance Director's Report

Section: X. DISTRICT REPORTS
Item: A. Finance Director's Report
Purpose: FYI
Submitted by:
Related Material: Budget Status Report September 2025.pdf

Griffin School District
Finance Director's Report

Board Meeting
October 22, 2025

Budget Status September 2025

General Fund
- Revenue 7.02% of Budget
- Expenditures & Encumbrances 14.52% of Budget
- Noted Items:
  - Fund Balance Information Update – Financial Statement Impact
    - Unassigned Minimum Fund Balance Policy – 8.33% of Revenues as of 8/31/25
    - Restricted for Carryover of Restricted Revenues – State Funds

Capital Projects Fund
- Revenues 1.57% of Budget
- Expenditures 9.40% of Budget
- Noted Items:
  - Committed from Levy Proceeds $2,944,808.01
  - Restricted from State Proceeds $631,320.82
  - Restricted from Mitigation Fees $87,193.08

Debt Service Fund
- Revenues 19.11% of Budget
- Expenditures 0.00% of Budget
- Noted Items:
  - None at this time

Associated Student Body Fund
- Revenues 10.16% of Budget
- Expenditures & Encumbrances 4.81% of Budget
- Noted Items
  - Fundraising Activities

Transportation Vehicle Fund
- Revenues 1.65% of Budget
- Expenditures & Encumbrances 0.00% of Budget
- Noted Items – Bus Purchase

Other Items
- Monitoring Cash Flow
- Year End Close
- Capital Projects
- S-275

Budget Status Report

2025-2026 GRIFFIN SCHOOL DISTRICT

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 10

Reporting Month: September **Budget Type:** Revised **Fund Description:** General Fund

A REVENUES OTHER FIN SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	2,758,750	23,594.32	23,594.32		2,735,155.68	0.86
2000 LOCAL SUPPORT NONTAX	150,800	18,997.45	18,997.45		131,802.55	12.60
3000 STATE - GENERAL PURPOSE	5,941,988	534,724.26	534,724.26		5,407,263.74	9.00
4000 STATE - SPECIAL PURPOSE	2,392,521	215,297.87	215,297.87		2,177,223.13	9.00
5000 FEDERAL - GENERAL PURPOSE	0	0.00	0.00		0.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	355,302	44,076.89	44,076.89		311,225.11	12.41
7000 REVENUES FR OTH SCH DIST	0	0.00	0.00		0.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	315,000	0.00	0.00		315,000.00	0.00
9000 OTHER FINANCING SOURCES	0	0.00	0.00		0.00	0.00
Total	**11,914,361**	**836,690.79**	**836,690.79**		**11,077,670.21**	**7.02**

B EXPENDITURES						
00 Regular Instruction	7,033,889	600,303.15	600,303.15	57,323.76	6,376,262.09	9.35
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	1,572,437	74,919.76	74,919.76	190,816.34	1,306,700.90	16.90
30 Voc. Ed Instruction	0	0.00	0.00	0.00	0.00	0.00
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	276,498	18,666.79	18,666.79	460.28	257,370.93	6.92
70 Other Instructional Pgms	330,632	1,804.49	1,804.49	0.00	328,827.51	0.55
80 Community Services	1,250	0.00	0.00	0.00	1,250.00	0.00
90 Support Services	3,282,664	537,998.78	537,998.78	332,647.46	2,412,017.76	26.52
Total	**12,497,370**	**1,233,692.97**	**1,233,692.97**	**581,247.84**	**10,682,429.19**	**14.52**

C OTHER FIN USES (REIMB OUT GL 594)	**0**	**0.00**	**0.00**			
D OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E EXCESS OF REVENUES OTHER FIN SOURCES OVER (UNDER) EXP OTH FIN USES (A-B-C-D)	**(583,009)**	**(397,002.18)**	**(397,002.18)**		**186,006.82**	**(31.90)**
F TOTAL BEGINNING FUND BALANCE	**1,220,444**		**1,483,076.39**			
G GLs 696 697 698 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H TOTAL ENDING FUND BALANCE (E+F+G)	**637,435**		**1,086,074.21**			

Budget Status Report

2025-2026 GRIFFIN SCHOOL DISTRICT

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 10

Reporting Month: September **Budget Type:** Revised **Fund Description:** General Fund

ENDING FUND BALANCE ACCOUNTS		
G/L 810 Restricted For Other Items	0	150.00
G/L 815 Restric Unequalized Deduct Rev	0	1,393.63
G/L 821 Restrictd for Carryover	0	0.00
G/L 823 Restricted for Carryover of Transition to Kindergarten	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 828 Restricted for C/O of FS Rev	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 845 Restricted for Self-Insurance	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 872 Committd to Econmc Stabilizatn	0	0.00
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0.00
G/L 875 Assigned Contingencies	0	0.00
G/L 884 Assigned to Other Cap Projects	0	0.00
G/L 888 Assigned to Other Purposes	150	0.00
G/L 890 Unassigned Fund Balance	(355,181)	129,182.86
G/L 891 Unassigned Min Fnd Bal Policy	992,466	955,347.72
Total	**637,435**	**1,086,074.21**

Differences	**0**	**0.00**

Budget Status Report

2025-2026 GRIFFIN SCHOOL DISTRICT

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 20

Reporting Month: September **Budget Type:** Revised **Fund Description:** Capital Projects Fund

A. REVENUES OTHER FIN SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	1,324,282	11,805.95	11,805.95		1,312,476.05	0.89
2000 Local Support Nontax	47,585	9,755.89	9,755.89		37,829.11	20.50
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**1,371,867**	**21,561.84**	**21,561.84**		**1,350,305.16**	**1.57**
B. EXPENDITURES						
10 Sites	450,000	0.00	0.00	0.00	450,000.00	0.00
20 Buildings	1,219,500	0.00	0.00	262,551.69	956,948.31	21.53
30 Equipment	330,500	19,434.44	19,434.44	0.00	311,065.56	5.88
40 Energy	1,000,000	0.00	0.00	0.00	1,000,000.00	0.00
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**3,000,000**	**19,434.44**	**19,434.44**	**262,551.69**	**2,718,013.87**	**9.40**
C. OTHER FIN USES TRANS OUT (GL 830)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 831)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES OTHER FIN SOURCES OVER (UNDER) EXPDTR FIN USES (A-B-C-D)	**(1,628,133)**	**2,127.40**	**2,127.40**		**1,630,260.40**	**(100.**
F. TOTAL BEGINNING FUND BALANCE	**3,966,453**		**3,965,614.02**			
G. GLs 840, 841, 842 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F+-OR+-G)	**2,338,320**		**3,967,741.42**			

Budget Status Report

2025-2026 GRIFFIN SCHOOL DISTRICT

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 20

Reporting Month: September **Budget Type:** Revised **Fund Description:** Capital Projects Fund

ENDING FUND BALANCE ACCOUNTS		
G/L 810 Restricted For Other Items	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 861 Restricted from Bond Proceeds	0	0.00
G/L 862 Committed from Levy Proceeds	1,820,422	2,944,808.01
G/L 863 Restricted from State Proceeds	183,511	631,320.82
G/L 864 Restricted from Fed Proceeds	0	0.00
G/L 865 Restricted from Other Proceeds	0	0.00
G/L 866 Restrictd from Impact Proceeds	0	0.00
G/L 867 Restricted from Mitigation Fees	6,952	87,193.08
G/L 869 Restricted fr Undistr Proceeds	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 889 Assigned to Fund Purposes	327,435	304,419.51
G/L 890 Unassigned Fund Balance	0	0.00
Total	**2,338,320**	**3,967,741.42**

Differences	**0**	**0.00**

Budget Status Report

2025-2026 GRIFFIN SCHOOL DISTRICT

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 30

Reporting Month: September **Budget Type:** Revised **Fund Description:** Debt Service Fund

A. REVENUES OTHER FIN SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	8,500	1,624.75	1,624.75		6,875.25	19.11
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**8,500**	**1,624.75**	**1,624.75**		**6,875.25**	**19.11**
B. EXPENDITURES						
Matured Bond Expenditures	0	0.00	0.00	0.00	0.00	0.00
Interest On Bonds	0	0.00	0.00	0.00	0.00	0.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	0	0.00	0.00	0.00	0.00	0.00
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**0**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
C. OTHER FIN USES TRANS OUT (GR	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 5[illegible]	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES OTHER FIN SOURCES OVER (UNDER) EXPD OTHER FIN USES (A-B-C-D	**8,500**	**1,624.75**	**1,624.75**		**(6,875.25)**	**(80.89)**
F. TOTAL BEGINNING FUND BALANCE	**641,146**		**655,715.88**			
G. SUM OF GASB 54/84 ACCOUNTING CHANGES AND ERROR CORRECTIONS +/-			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F +/- G)	**649,646**		**657,340.63**			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	649,646		156,327.99			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		501,012.64			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**649,646**		**657,340.63**			
Differences	**0**		**0.00**			

Budget Status Report

2025-2026 GRIFFIN SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: September
Account Codes: Agency
Budget Type: Revised
Fund Code: 40
Fund Description: Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	9,350	1,763.11	1,763.11		7,586.89	18.86
2000 Athletics	0	0.00	0.00		0.00	0.00
3000 Classes	1,000	0.00	0.00		1,000.00	0.00
4000 Clubs	5,300	0.00	0.00		5,300.00	0.00
6000 Private Moneys	1,700	0.00	0.00		1,700.00	0.00
Total	**17,350**	**1,763.11**	**1,763.11**		**15,586.89**	**10.16**
B. EXPENDITURES						
1000 General Student Body	9,800	292.41	292.41	130.00	9,377.59	4.31
2000 Athletics	0	1,006.50	1,006.50	0.00	(1,006.50)	0.00
3000 Classes	1,000	0.00	0.00	0.00	1,000.00	0.00
4000 Clubs	4,900	0.00	0.00	0.00	4,900.00	0.00
6000 Private Moneys	14,000	0.00	0.00	0.00	14,000.00	0.00
Total	**29,700**	**1,298.91**	**1,298.91**	**130.00**	**28,271.09**	**4.81**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(12,350)**	**464.20**	**464.20**		**12,814.20**	**(103.**
D. TOTAL BEGINNING FUND BALANCE	**42,302**		**49,503.94**			
E. G/L 890 OR 840 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+ OR -)			**0.00**			
F. TOTAL ENDING FUND BALANCE (C+D+E)	**29,952**		**49,968.14**			
G. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	50		50.00			
G/L 819 Restricted for Fund Purposes	29,902		49,918.14			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**29,952**		**49,968.14**			
Differences	**0**		**0.00**			

Budget Status Report

2025-2026 GRIFFIN SCHOOL DISTRICT

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 90

Reporting Month: September **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

A REVENUES OTHER FIN SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	7,500	2,607.22	2,607.22		4,892.78	34.76
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	150,831	0.00	0.00		150,831.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**158,331**	**2,607.22**	**2,607.22**		**155,723.78**	**1.65**
B 9900 TRANSFERS IN FROM GF	**0**	**0.00**	**0.00**		**0.00**	**0.00**
C [illegible] REV/OTHER FIN SOURCES	**158,331**	**2,607.22**	**2,607.22**		**155,723.78**	**1.65**
D EXPENDITURES						
Type 30 Equipment	750,000	0.00	0.00	0.00	750,000.00	0.00
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**750,000**	**0.00**	**0.00**	**0.00**	**750,000.00**	**0.00**
E OTHER FIN USES TRANS OUT (GL 830)	**0**	**0.00**	**0.00**			
F OTHER FINANCING USES (GL 835)	**0**	**0.00**	**0.00**			
G EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP OTH FIN USES (C-D-E-F)	**(591,669)**	**2,607.22**	**2,607.22**		**594,276.22**	**(100.**
H TOTAL BEGINNING FUND BALANCE	**695,299**		**1,243,901.46**			
I GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
J TOTAL ENDING FUND BALANCE (G+H +OR- I)	**103,630**		**1,246,508.68**			

Budget Status Report

2025-2026 GRIFFIN SCHOOL DISTRICT

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 90

Reporting Month: September **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

ENDING FUND BALANCE ACCOUNTS		
G/L 810 Restricted For Other Items	0	0.00
G/L 819 Restricted for Fund Purposes	103,630	1,246,508.68
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 889 Assigned to Fund Purposes	0	0.00
G/L 890 Unassigned Fund Balance	0	0.00
Total	**103,630**	**1,246,508.68**
Differences	**0**	**0.00**