Griffin School District #324

Griffin School Board Study Session

Date and Time

Wednesday November 5, 2025 at 6:00 PM PST

Location

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

Zoom Link

Agenda

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

		Purpose	Presenter
B.	Policy	FYI	
C.	Budget	FYI	
D.	Facilities	FYI	
E.	Legislative	FYI	
F.	Committee Interests for Next Year	Discuss	

III. New Business

A.	Special Education Foundation	FYI	

IV. New Policy

A.	Policy 3425 Accommodating Students with Adrenal Insufficiency	Discuss	

V. Policy Updates

A.	1111 Oath of Office	Discuss	
B.	Policy & Procedure 2020 Course Design Selections & Adoption of Instructional Materials Current Policy Adopted in 2024. Current Procedure Revised in 2016. WSSDA Revised Policy in 2025. WSSDA Revised Procedure in 2025.	Discuss	
C.	Policy 4000 Public Information Program Current Policy. (4000) WSSDA revised Policy in 2023. (4001)	Discuss	
D.	Policy 5000 Recruitment and Selection of Staff Current Policy adopted in 2000. WSSDA Policy revised in 2014.	Discuss	

		Purpose	Presenter
E.	Policy 6020 System of Funds and Accounts Griffin Adopted in April 2025. Per Audit, Cash Receipting to be added.	Discuss	

VI. Policy Review

A.	Policy 3416 Medication at School	FYI	

VII. Policy Removal

VIII. Superintendent Updates

A.	Superintendent Kirsten Rue WSSDA 2025 Annual Conference	FYI	
B.	Student Representatives to the School Board: Update	Discuss	
C.	School Board Learning Walks: Proposed Timeline	Discuss	

IX. Closing Items

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

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

Coversheet

Pledge of Allegiance & Land Acknowledgement

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

Land Acknowledgement

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

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

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

Coversheet

Special Education Foundation

Section: III. New Business
Item: A. Special Education Foundation
Purpose: FYI
Submitted by:
Related Material: SpEd Presentation 2025-2026.pdf

Special Education Foundations

ESD 113 Services

Special Education Cooperative

- 13 districts with additional contract services
- Administrative support
- System support

Co-op Employees

- Special Education Director, School Psychologist, SLP, OT, PT, Braillist, Vision Teacher, and Audiologist

Griffin's Special Education Team

Special Education Director - Katie Kent*, Nels Langbauer*

TK-8 Life Skills Special Education Teacher- Sherrie Clark

- Support Paraeducators

Preschool/TK Special Education Teacher- Jenelle Hutnik

- Support Paraeducators

K-4 Special Education Teacher- Elizabeth Thompson

- Support Paraeducators

5-8 Special Education Teacher- Rick St. Louis

- Support Paraeducators

School Psychologist- Emily Sanchez*

Occupational Therapist- Kate Losee* **Physical Therapist**- Kevin Reusch*

Speech Language Pathologist- Anne Brown* **Audiologist**- Amanda Peluso* **Vision Specialist**- Lynnda Biek*

BCBA Support- Dustin Dixon* **RBT**- Yin Garner*

Special Education Process

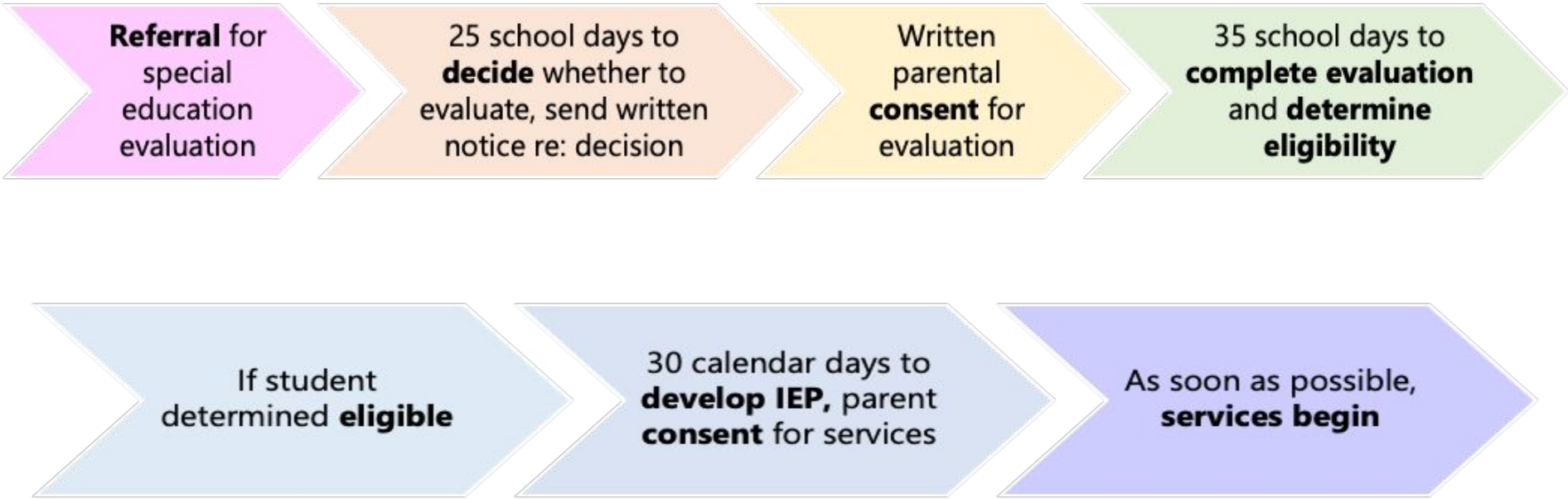
Individual with Disabilities Education Act (IDEA)

2004



- Appropriate evaluation
- Individual Education Program (IEP)
- Free and Appropriate Public Education (FAPE)
- Least restrictive environment (LRE)
- Procedural Safeguards
- Parent/teacher participation
- All students are general education students first

SPECIAL EDUCATION TIMELINE



Special Education Procedures

Who is eligible?

Meet all three of the following criteria:

1. The student must **have a disability**

   A doctor or mental health professional diagnosis alone is not enough to qualify for special education services.

2. The student's disability **has an academic impact**

3. The student **requires specially designed instruction (SDI)**

14 Special Education eligibility categories:

- Autism
- Deaf-blindness
- Deafness
- Developmental Delay (<10)
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness

Typical Service areas:

*Reading
*Writing
*Math
*Cognitive

*Behavior
*Social/Emotional
*Adaptive
*Speech/Language

*Vision/Braille
*OT
*PT
*Audiology

MTSS vs Discrepancy Model...Change is coming

By 2028-2029 there will be different guidelines to determine eligibility for Specific Learning Disability (SLD)

- Discrepancy Model: The severe discrepancy method relies on cognitive and achievement tests by school psychologists. Using standardized cut-off scores for SLD determination can lead to students being misidentified despite significant academic struggles.

- MTSS Model: Identifies SLD by assessing the student's progress compared to peers and grade-level expectations after tiered interventions are implemented with fidelity.

**Cognitive and academic testing are still utilized when appropriate*

IEP Meetings

IEP MEETING 101

- **Invitation is sent to parents/guardian**
  - Date/purpose identified
  - Draft of IEP provided to teachers with proposed accommodations/modifications
- **IEP team members**
  - Parent/guardian
  - General education teacher
  - Special education teacher
  - Each provider of a service listed on IEP (e.g., OT, PT, SLP)
  - Student- if appropriate (Required at age 15)
  - District/LEA Rep - Prefer Administrator
- **IEP draft is discussed and edited as needed**
  - Parents concerns and considerations must be addressed
- **BIP (Behavior Intervention Plan) draft is discussed and edited as needed**
  - Should be created from FBA (Functional Behavior Analysis) during eval

IEP MEETING 101 (Continued)

- **IEP Meeting agenda**
  - Introductions, note taker, discuss end time
  - Parent shares strengths and barriers, new information
  - General ed teacher(s) provide feedback
  - Special Ed teacher provides input on growth in service areas
  - Therapy staff provides input on progress and goals
  - Review goals for the IEP
  - Review accommodations and modifications
  - Review of any actions needed
  - Signatures of attendance (not consent)
- **After meeting**
  - Changes made to IEP draft
  - If parent disagrees, they must write a dissenting opinion
  - Once IEP is agreed upon, final draft is available to all IEP members

IEP Considerations

- **Data Collection & Progress Monitoring**
  - For annual IEPs the information must reflect the current functioning of the student listed under present levels
  - Must be defined and measurable
- **There must be a connection between:**
  - Eligibility (Evaluation)
  - Adverse Impact (Evaluation)
  - Present Levels (IEP)
  - Goals (IEP)
  - Service Matrix (IEP) Student Schedule Must Match Service Matrix

Procedural Safeguards

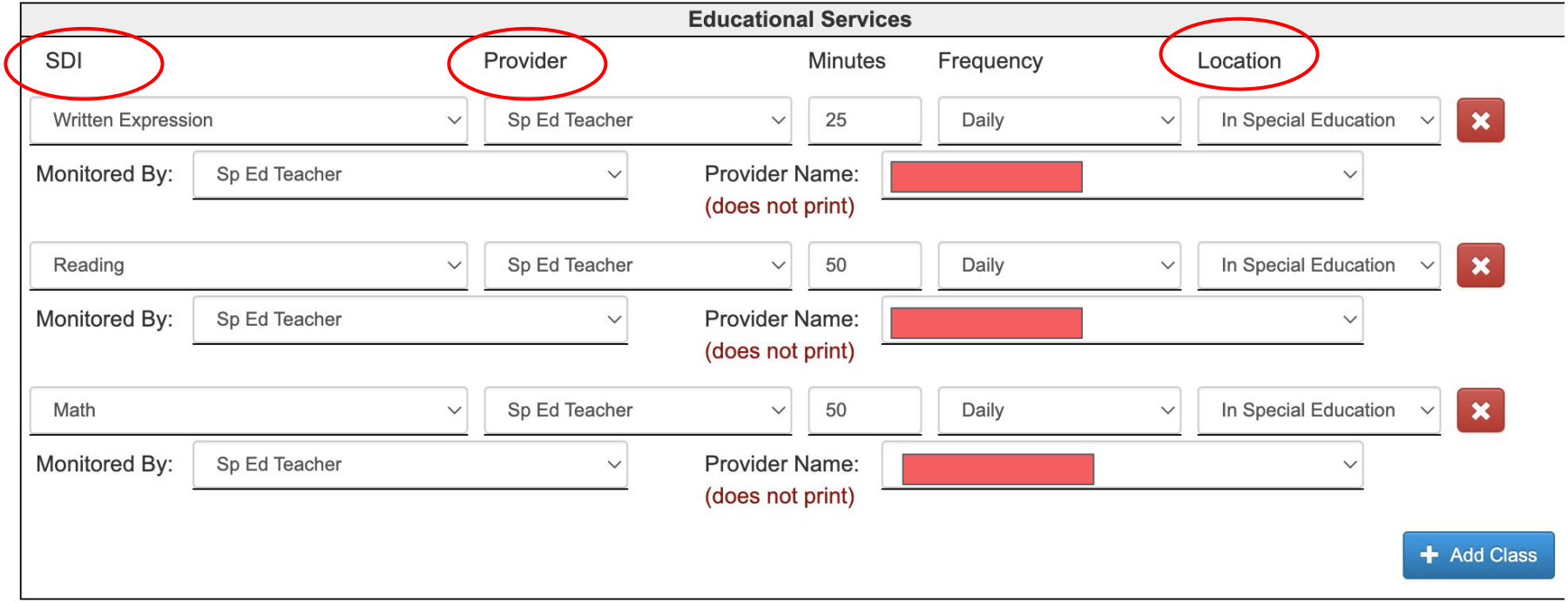
The Individuals with Disabilities Education Act (IDEA) requires schools to provide the parents/guardians of a student who is eligible for or referred for special education with a notice containing a full explanation of the rights available to them.



When do we provide them?

- Once a year minimum but offered at every meeting.
- Referral for SPED services.
- The first time you file a **citizen complaint** in a school year.
- The first time you request a **due process hearing** in a school year.
- When a decision is made to remove a student for more than ten school days in a year as part of a disciplinary action, and that removal constitutes a change of placement.
- Upon request.

Example of a service matrix



Accommodations/Modifications

Accommodations

Definition:
Changes in how a student accesses information or demonstrates learning, without changing the instructional level, content, or performance criteria.

Purpose:
To provide **equal access** to learning and help the student **show what they know** without altering the curriculum.

Examples:

- Extended time on tests
- Preferential seating
- Audio books or text-to-speech
- Reduced distraction environment
- Use of a calculator or graphic organizer

Accommodations/Modifications

Modifications

Definition:
Changes in what a student is expected to learn and demonstrate, often altering the curriculum or performance expectations.

Purpose:
To adjust the academic content to a **level appropriate** to the student's ability, typically when the student cannot meet grade-level standards even with accommodations.

Examples:

- Simplified assignments
- Shortened tests or alternative assessments
- Grading based on individualized standards
- Use of lower-grade level materials

Testing Accommodations

Testing accommodations for high stakes tests can only be done if they are also being done on a regular basis for the student.

SBA Accommodations

NOTE: Substitute teachers should have access to IEP Accommodations/Modification page



Capital Region
Special Education Cooperative
151 NE Hampe Way, STE C4-1, Box 8
Chehalis, WA 98532
Phone: (360) 748-3384
Fax: (360) 748-8360

Special Factors and Accommodations

☑ Yes ☐ No Accommodations are required to meet student's needs.

Give adequate amount of time to respond

Preferential seating

Use visual aids/physical cues

Break lessons or directions into smaller units

Decrease amount (not content) of homework

Tests read aloud

Questions?

Coversheet

Policy 3425 Accommodating Students with Adrenal Insufficiency

Section: IV. New Policy
Item: A. Policy 3425 Accommodating Students with Adrenal Insufficiency
Purpose: Discuss
Submitted by:
Related Material:
3425-Accommodating Students with Adrenal Insufficiency (WSSDA 2025).docx.pdf

Policy Console - WSSDA

Policy: 3425
Section: 3000 - Students

Accommodating Students with Adrenal Insufficiency

Individual Health Plans
The district will develop an individual health plan for each student with adrenal insufficiency. The plan will include emergency plans, be updated at least annually, and be distributed to the appropriate staff based on the student's needs and staff level of contact with the student.

In developing the individual health plan, the district will acquire parent requests and instructions, and orders from licensed health professionals prescribing within the scope of their prescriptive authority for monitoring and treating adrenal insufficiency at school.

The district may need to provide exceptions to school policies to implement a student's individual health plan. If that's necessary, the exceptions will be described in the health plan.

The district will follow Policy 3416 and 3416P in administering adrenal insufficiency medication, including the proper storage of medical equipment and medication provided by the parent.

Parent-Designated Adults
Parents may assign a parent-designated adult to care for their student.

A parent-designated adult means an adult who is authorized by the parents of a student with adrenal insufficiency to provide care for the child consistent with the student's individual health plan, volunteers to do so, receives additional training selected by the parents, and provides care to the student consistent with their individual health plan. A parent-designated adult may be a district employee.

A parent-designated adult must complete training selected by the student's parents in the proper procedures to care for the student, including administering an emergency injection of corticosteroid during an adrenal crisis, consistent with the student's individual health plan. The training may be provided by an organization that offers training for staff caring for students with adrenal insufficiency or for caretakers of children with adrenal insufficiency.

For a district employee who isn't licensed under chapter 18.79 RCW to be a parent-designated adult, they must voluntarily file a written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. If an employee who isn't licensed under chapter 18.79 RCW chooses not to file such a letter, the employee may not be subject to reprisal or discipline for refusing to file it.

The district will collect and store legal documents for the parent-designated adult to provide care if necessary.

Immunity

The district, a district employee, or a parent-designated adult shall not be liable in any criminal action or for civil damages for providing assistance or services to a student with adrenal insufficiency under this policy if they acted in good faith and substantially complied with the student's individual health plan and the instructions of the student's licensed health care professional.

Cross References:	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 3416 - Medication at School 5630 - Volunteers
Legal References:	RCW 28A.210.260 Public and private schools. Administration of medication. Conditions RCW 28A.210.350 Student with diabetes, epilepsy or other seizure disorders, or adrenal insufficiency. Compliance with individual health plan. Immunity RCW 28A.210.358 Students with adrenal insufficiency. Individual health plans. Parent-designated adult

Reviewed by Griffin: **November 5, 2025**
WSSDA Adoption Date: **October 02, 2025**
Classification: **Critical**

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Coversheet

1111 Oath of Office

Section:	V. Policy Updates
Item:	A. 1111 Oath of Office
Purpose:	Discuss
Submitted by:	
Related Material:	1111 Oath of Office (Griffin 2024).pdf 1111 Oath of Office (WSSDA 2025).docx.pdf

Policy: 1111
Section: 1000 - Board of Directors

Oath of Office

According to statutory provision, each newly elected, re-elected, or appointed director will take an oath or affirmation to support the constitutions of the United States and the state of Washington and to promote the interests of education and to faithfully discharge the duties of his/her office to the best of his/her ability. A school district officer or notary public authorized to administer oaths must certify to this oath and the signature of the member. After completion, the oath of office will be filed with the county auditor.

Legal References: RCW 28A.343.360 Oath of office

Adoption Date: **June 26, 2024**

Classification: **Discretionary**
Revised Dates: **02.00; 12.11; 02.18; 02.18**

Policy Console - WSSDA

Policy: 1111
Section: 1000 - Board of Directors

Oath of Office

Each newly elected, re-elected, or appointed director will take an oath or affirmation to support the constitutions of the United States and the state of Washington, and the laws of the state of Washington and to faithfully discharge the duties of the office to the best of his or her ability. The oath or affirmation must be endorsed by and sworn to before an officer authorized to administer oaths. School officials are authorized to administer all oaths or affirmations pertaining to their respective offices. After the oath or affirmation is made, it will be filed with the county auditor.

Legal References: RCW 28A.343.360 Oath of office

Reviewed by Griffin: **November 5, 2025**
Last Revised: **July 16, 2025**
Classification: **Discretionary**
Prior Revised Dates: **02.00; 12.11; 02.18; 02/01/2018**

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Coversheet

Policy & Procedure 2020 Course Design Selections & Adoption of Instructional Materials

Section: V. Policy Updates
Item: B. Policy & Procedure 2020 Course Design Selections & Adoption of Instructional Materials
Purpose: Discuss
Submitted by:
Related Material:
2020 Course Design Selection & Adoption of Instructional Materials (Griffin 2024).pdf
2020P Course Design Selection & Adoption of Instructional Materials Procedures (Griffin 2016).pdf
2020-Course Design Selection and Adoption of Instructional Materials (WSSDA 2025).docx.pdf
2020P-Procedure Course Design Selection and Adoption of Instructional Materials (WSSDA 2025).docx.pdf

Policy: 2020
Section: 2000 - Instruction

Course Design, Selection and Adoption of Instructional Materials

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the course designs will be evaluated, adapted and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

Definitions
For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

- **Core Instructional Materials** are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.

- **Alternative Core Materials** are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

- **Intervention Materials** are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

- **Supplemental Materials** are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

- **Temporary Supplemental Materials** are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on superintendent-established procedures.

Course Design
The superintendent or designee will establish procedures for course design that:

- Provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide for involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials
The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:

1. Applicable state and federal laws;

2. Goals and/or learning standards of the district and state; and

3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

The board is responsible for the adoption of all core materials used in the district.

The superintendent, or designee, will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent will ensure that a listing of all core instructional materials used within the school curriculum is maintained in the district and is available for public review either in-person or online.

The intent of the board is that the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental

materials to the professional staff of the district. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Cross References:	2027 - District Ownership of Staff-Created Work
Legal References:	RCW 28A.150.230 District school directors' responsibilities
	RCW 28A.320.230 Instructional materials — Instructional materials committee
	RCW 28A.320.170 Tribal history and culture [as amended by SSB 5433]
	RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure
	Chapter 28A.640 RCW Sexual Equality
	WAC 180-44-010 Responsibilities related to instruction
	WAC 392-190-055 Textbooks and instructional materials — Scope — Elimination of bias
Management Resources:	2015 - December Issue

Adoption Date: **April 24, 2024**
Classification: **Essential**
Revised Dates: **06.97; 06.11; 04.15; 12.15**

Policy: 2020P
Section: 2000 - Instruction

Griffin School District
Procedures

Procedure Course Design, Selection and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high quality core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs.

Course Design

Existing Courses

The superintendent or Teaching and Learning Director will establish a regular cycle of course design review and development based on an annual needs assessment that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student need, changing demographics, and funding. The cycle should cover each content area (Science, Mathematics, Health and Fitness, Social Studies, English Language Arts, Social Wellness) to ensure current course relevance. The course design process should review:

- Relevance, rigor, and alignment to state learning standards;
- Efficacy of core, alternative core, and intervention instructional materials that support student learning; and
- Processes and resources used to assess student progress and address teacher professional learning.

Recommendations of this review may lead to:

- Affirmation of continued use of current processes and instructional materials;
- Establishment of a timeline for completion of recommended tasks;
- Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design;

- Recommendation of new instructional materials selection to the Instructional Materials Committee;
- Design of course implementation and staff development plans;
- Identification of projected budget needs in accordance with established timelines; and/or
- Maintained communications with impacted stakeholders.

Social Studies curriculum review or adoption

In compliance with RCW 28A.320.170, when the board adopts or reviews the district's social studies curriculum, it will incorporate history, culture and government of the nearest federally recognized Indian tribe or tribes utilizing curriculum available on the OSPI website. The district may modify the OSPI curriculum to incorporate elements that have a regionally specific focus or may incorporate the curriculum into existing instructional materials.

During regularly scheduled reviews and revisions of their social studies and history curriculum thereafter, the district will collaborate with any federally recognized Indian tribe within its boundaries and with neighboring Indian tribes to expand and improve instructional materials about Indian tribes and to create programs of classroom and community cultural exchange.

The district will collaborate with the Office of the Superintendent of Public Instruction on curricular areas regarding tribal government and history that are statewide in nature.

New Courses or Major Modifications to Existing Courses

New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the superintendent or designee prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of the school's college and career pathways.

When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to the Curriculum Adoption Committee for consideration by the process outlined below.

Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental and shall be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirement of this policy and procedure. The district office will provide such technical assistance as may be necessary to accomplish this.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent Or Teaching and Learning Director	Curriculum Adoption Team-CAT	School Board
Core material	identify		establish adoption procedure	recommend	adopt
Alternative core	identify		designate selector		
Intervention	identify		designate selector		
Supplemental	identify	designate selector			
Temporary Supplemental	select – within district guidelines				

Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media.

Open Educational Resources

Open Educational Resources (OER) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. District staff are encouraged to consider OER when selecting instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

Technology-based Resources

When instructional materials are technology based, district educational technology staff should be consulted regarding the technological impacts of the suggested program. Equity of access for students and teachers must be considered for all core materials delivered in digital formats.

Core Instructional Material Selection

Curriculum Adoption Team

The Curriculum Adoption Team (CAT) is formed to establish and monitor such procedures as may be necessary for the selecting, adopting, and surplusing of instructional materials owned by Griffin School District. In addition, the team shall:

1. Consider and approve new course proposals and major modifications to existing courses.
2. Approve the adoption schedule, adoption team membership, and the final recommendation of the adoption team after ensuring the process for review and selection of the instructional materials has been followed.
3. Approve any requested revisions to the adoption procedure.
4. Evaluate materials and conduct reconsiderations meetings when challenges of materials are not resolved at the school level.
5. The CAT will establish screening criteria to identify and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animals.

Committee meetings will be held on a schedule determined by the district. Special meetings may be called by the committee chairman if necessary. The committee chair will provide department heads, principals, and program developers with copies of the committee meeting schedule.

Membership

The committee will consist of:

1. Permanent Team members
    a. Teaching and Learning Director
    b. At least one teacher from primary, intermediate, and middle school
    c. 2 Paraeducators
    d. 2 parents (1 parent of a Title 1 student)
    e. Secretary or note-taker
2. Ad Hoc Team Members
    a. Content area teachers or staff significant to the adoption cycle

Any recommendations made by the CAT will then be submitted to the Learning Improvement Team for approval prior to School Board approval.

Members will be designated by the Teaching and Learning Director. Membership must be approved by the Superintendent.

Meetings will be determined on a needs basis by the Teaching and Learning Director.

Criteria for Selection of Core Instructional Materials
Core instructional materials shall be selected based upon the degree to which they:

1. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
2. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
3. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
4. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
5. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
6. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
7. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
8. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to pres ent contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. *The Washington Models for the Evaluation of Bias Content in Instructional Materials*, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias: https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx.

Adoption of Core Instructional Materials
Core material will be approved by the board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

Regularly Scheduled Core Material Updates

Any courses using OER as their core material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material results in significant changes to course objectives or scope, the revised resource shall be forwarded to the Curriculum Adoption Team to be considered for formal adoption.

Exceptional Needs or Rapidly Changing Circumstances
The superintendent or the Teaching and Learning Director may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

Piloting
The superintendent or the Teaching and Learning Director may consider the use of piloting as part of the adoption process. Piloting can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

Trial-use core instructional material of an experimental nature may be authorized for use by the superintendent for a period of no more than one school year prior to adoption through the formal process.

Citizen Access to View Core Materials
Members of the community are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school or in the district office. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of core materials should be undertaken with the knowledge of district objectives in mind.

Intervention Instructional Material Selection
Instructional materials designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards will be approved by the superintendent or the Teaching and Learning Director based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

Alternative Core Instructional Material Selection
The superintendent, or the Teaching and Learning Director, will establish procedures through which schools may be approved to use alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that selection of these alternative core materials be made by certificated staff designated by the building principal.

Supplemental Material Selection
Supplemental materials will not require CAT approval or board adoption.

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. While supplemental materials do not require item-by-item approval of the CAT, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups; and other sensitive issues.

Temporary Supplemental Material Selection
Professional staff of the district will rely on reason and professional judgment in the selection of high quality temporary supplemental materials that are appropriate for the instructional program and developmental level and interests of their students.

Media Usage
Media and films can be categorized as core, supplemental, temporary or free and must be approved following the guidelines above. The usage of media and films must have high instructional value and demonstrate that they are aligned with district curricula, goals, and objectives. Media and films must be developmentally appropriate and free of nudity, violence, discriminatory messages, and profanity. The over-utilization of media and films compromises best instructional practice and district curriculum and, therefore, should be used judiciously. Generally, short clips are more appropriate than showing a full-length film. Video clips from approved district sources do not require additional approval from a building principal. All videos must be previewed in their entirety before presentation to students.

Unrated videos should be thoroughly viewed by the teacher to ensure instructional and ethical appropriateness. Video store rental and public library videotapes and DVDs are designated for home use only. They may be used in the classroom only if the concepts or information on the tape is an integral part of the lesson and is

stated so in the lesson plan book. When using industry-rated videos/movies/DVDs/films, observe the procedures listed below:

1. Under no circumstances may a "NC 17" or "X" rated films be shown in the District.
2. "G" rated films may be shown at any grade level.
3. Students in grades K-6 may view "PG" rated films only with written parent/guardian permission, and may not be shown "PG-13" or "R" rated films.
4. Students in grades 7-8 may view "PG" rated films only with written parent/guardian notification, "PG-13" rated films only with parent/guardian permission, and may not be shown "R" rated films.
5. Students in grades 9-12 may be shown "PG" films, but may be shown "PG-13" and "R" rated films only with written parent/guardian permission.
6. For films rated "PG", "PG-13", and "R" the teacher must create a reasonable, compatible alternative activity for students not viewing the film. Additionally, films rated "PG", "PG- 13" or "R" must be previewed in total by the teacher and approved by the principal prior to use.

Television programs recorded off the air may be used in the classroom with Principal approval provided the information is directly curriculum-related.

Procedures for Adopting Instructional Materials

The selection of instructional materials is completed after the curriculum review and is based upon the Guidelines for Curriculum Review and Implementation Plan.

A. Develop budget for adoption costs (i.e. release time for committee members, purchase of materials, staff development, and other initial adoption costs)
B. Determine timeline for completion of selection and implementation.
C. The CAT will:
   1. Study the research and best practices of the content area.
   2. Review student data including demographic and achievement data.
   3. Study the Washington State Instructional Materials Review from OSPI, both the criteria for review and the outcome of state reviews, if available for the content area.
   4. Gather information from teachers and other staff members using interviews, surveys or other methods.
   5. Determine the degree of alignment between the Washington State standards, Common Core State Standards, Next Generation Science Standards, and district curriculum materials.
   6. Identify materials to be reviewed
   7. Write meeting agendas and minutes
   8. Write criteria for reviewing materials based on research and best practices
      a. Review materials using a quick screen evaluation to narrow choices to 2-3 finalist materials.
      b. Use a more detailed final screening evaluation tool to select the finalist instructional materials
   9. Complete a bias screen on finalist materials

10. Determine whether or not to conduct a pilot to further inform the selection process
11. Identify obsolete considerations—those materials which will be discontinued as a result of the curriculum revisions and new materials.
12. Conduct Parent/Community/Student review event.
13. Identify on-going implementation and maintenance costs including:
    a. Professional development requirements and needs
    b. Impact of new instructional materials on technology needs
    c. Potential impacts on staffing
    d. Other implementation considerations
16. Complete a written adoption report and oral presentation for the Learning Improvement Team by, including:
    a. Adoption activities/timeline
    b. Adoption team membership
    c. List of instructional materials reviewed
    d. Screening process and forms
        1) Initial quick screen
        2) Final screening process
        3) Bias Screen
        4) Summary of results
    e. Parent/Community/Student Review (list names, addresses, forms)
    f. Field test report, if conducted
    g. Project costs for purchase and implementation
    h. Other (determined by committee)
17. If the recommendation for adoption is approved by the Learning Improvement Team for submission to the Board of Directors for consideration and action, a presentation will be prepared for a Board of Directors meeting.
18. Meet with publisher representative to draft contract
19. Implement Professional Development Plan
20. Make recommendations for future direction of curriculum in the content area being studied.
21. Following approval, core, supplemental, and special program materials will be included on the District-approved Instructional Materials List.
22. As provided in RCW 28A.320.230, within limitations of Board Policy, the Superintendent may purchase materials to meet specific needs or rapidly changing circumstances. The Board and Instructional Materials Committee shall be informed of any such materials acquired on an emergency basis, and the Superintendent shall recommend a date for review of such materials by the Curriculum Adoption Team.

Protest Procedure for Instructional Materials

When a parent/guardian or employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

1. Concerns should first be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level.

2. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:
3. If the challenged instructional material is supplemental in nature, at a parent's written request to the principal, the supplemental material may be asked to be withdrawn from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the superintendent or designee requesting review by the Curriculum Adoption Team and a written decision.
4. If the instructional material is core, alternative core, or intervention material, the parent/guardian or employee may register a request for reconsideration with the Superintendent or designee. This request will be forwarded to the Curriculum Adoption Team. The CAT will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

All instructional material reconsideration decisions will be by majority vote of the CAT and are final. Decisions of the committee will be delivered in writing to the superintendent, complainant, and affected staff within ten (10) school business days.

Adoption Date:
Classification:
Revised Dates: **Revised by Griffin School District - 2.29.16;**

3/23/16

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Policy Console - WSSDA

Policy: 2020
Section: 2000 - Instruction

Course Design, Selection, and Adoption of Instructional Materials

The board recognizes its responsibility for improving and growing the schools' educational programs. To this end, course designs will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

I. Definitions
For the purpose of policy and procedure 2020, the following definitions will apply:

A. **Course Design** is the process that includes identifying and sequencing essential content to support students' skill development towards state learning standards. Course design involves providing teachers with appropriate instructional materials, professional development, and support systems as they implement the course.

B. **Instructional Materials** are materials designed for students and their teachers as learning resources to help students acquire facts and skills, develop cognitive processes, and meet state learning standards. Instructional materials may be printed or digital and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types, from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

> **Core Instructional Materials** are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction toward course requirements.
>
> **Alternative Core Materials** are the primary instructional materials for a given course used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.
>
> **Intervention Materials** are designed to support strategic or intensive intervention for students at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.
>
> **Supplemental Instructional Materials** are used in conjunction with the core instructional materials of a course that are not expressly required by the school or district and are instead selected at a teacher's discretion. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software, and other digital content.
>
> **Temporary Supplemental Materials** are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include

timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course, depending on the nature and scope of the material.

C. **Instructional Materials Committee** is the body that recommends core instructional materials to the board based on superintendent-established procedures.

II. Course Design
The superintendent or designee will establish procedures for course design that provide for the regular review of selected content areas and implementation of any suggested changes and for the involvement of community representatives and staff members at appropriate times.

III. Selection and Adoption of Instructional Materials
The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials will be selected in conformance with applicable state and federal laws, goals and learning standards of the district and state, and Procedure 2020.

The board is responsible for adopting all core instructional materials used in the district.

The superintendent or designee will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent or designee will ensure that the district maintains a list of all core instructional materials used within the school curriculum and that it is available for public review in person or online.

The board intends for the superintendent to delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the district's professional staff. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests.

Cross References:	2027 - District Ownership of Staff-Created Work
Legal References:	RCW 28A.150.230 District school directors' responsibilities RCW 28A.320.230 Instructional materials. Instructional materials committee RCW 28A.320.170 Tribal history and culture [as amended by SSB 5433] RCW 28A.405.060 Course of study and regulations. Enforcement Withholding salary warrant for failure Chapter 28A.640 RCW Sexual Equality WAC 180-44-010 Responsibilities related to instruction WAC 392-190-055 Textbooks and instructional materials Scope Elimination of bias RCW 28A.320.233 Student materials. Denial based on protected class prohibited. Complaint procedure RCW 28A.320.235 Supplemental instructional material. Policies and procedures. Definitions RCW 28A.345.130 Model policy and procedure for instructional materials. Diverse and inclusive curricula Chapter 28A.642 RCW Discrimination Prohibition
Management Resources:	2015 - December Issue 2025 - April Issue

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Policy Console - WSSDA

Policy: 2020P
Section: 2000 - Instruction

Procedure - Course Design, Selection, and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high-quality core instruction and, as appropriate, strategic and intensive intervention supports matched to their needs.

I. Course Design

A. Existing Courses
The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student needs, changing demographics, and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review the following:

1. Relevance, rigor, and alignment to state learning standards
2. Efficacy of core, alternative core, and intervention instructional materials that support student learning
3. Processes and resources used to assess student progress and address teacher professional learning

Based on this review, the following might occur:

1. Affirmation of continued use of current processes and instructional materials
2. Establishment of a timeline for completion of recommended tasks
3. Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design
4. Recommendation of new instructional materials selection to the Instructional Materials Committee (IMC)
5. Design of course implementation and staff development plans
6. Identification of projected budget needs in accordance with established timelines
7. Maintained communications with impacted stakeholders

B. New Courses or Major Modifications to Existing Courses
The superintendent or designee will review new course offerings or major course modifications that propose significant changes to course objectives or scope before they are scheduled to ensure that the course is rigorous, uses appropriate instructional materials, and is carefully considered part of the school’s college and career pathways.

When implementing new or modified courses requires adopting new instructional resources, the IMC will consider those resources using the process outlined in this procedure.

II. Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental. They shall be selected according to the following procedures. The principal is responsible for ensuring their certificated staff is familiar with this procedure. The district will provide the technical assistance necessary to accomplish this.

A. Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	**Role**				
	Certificated Teaching Staff	**Principal**	**Superintendent**	**Instructional Materials Committee (IMC)**	**School Board**
Core material	identify		establish adoption procedure	recommend	adopt
Alternative core	identify		designate selector		
Intervention	identify		designate selector		
Supplemental	identify	designate selector			
Temporary Supplemental	select – within district guidelines				

B. Social Studies Instructional Materials Review or Adoption
In compliance with RCW 28A.320.170, when the board adopts or reviews the district's social studies course design, it will incorporate the history, culture, and government of the nearest federally recognized Indian tribe or tribes using the John McCoy (lulilas) Since Time Immemorial: Tribal Sovereignty in Washington State instructional materials on the Office of the Superintendent of Public Instruction (OSPI) website. The district may adapt these resources for regional relevance or integrate them into existing instructional materials.

During regularly scheduled reviews and revisions of its social studies and history courses, the district will collaborate with any federally recognized tribe within or near its boundaries to incorporate expanded and improved instructional materials about Indian tribes and create classroom and community cultural exchange programs. OSPI's Office of Native Education will help identify federally recognized Indian tribes whose reservations are in whole or in part within the district's boundaries and those nearest to the district.

The district will collaborate with OSPI on instructional areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes.

C. Inclusive Instructional Materials
In compliance with RCW 28A.345.130, the board, within available materials, must adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups

including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people as the term is defined in RCW 43.114.010, and people with various socioeconomic and immigration backgrounds.

In adopting curricula and selecting instructional materials, the board must seek curricula and instructional materials that are culturally and experientially diverse as possible, recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

D. Instructional Material Delivery Formats
Instructional materials may be delivered in many formats, including textbooks, technology-based materials, or other educational media.

E. Open Educational Resources
Open Educational Resources (OERs) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high-quality instructional content is available, from supplemental to core instructional materials. Supplemental instructional materials may be found on OSPI's Washington OER Hub. District staff are encouraged to consider OERs when selecting instructional materials. OERs are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

F. Technology-based Resources
As new technologies rapidly evolve, district educational technology staff should be involved early in selecting and adopting core instructional materials and in developing policy regarding selecting digital supplemental materials. Key considerations include evaluating district technological impacts, ensuring compliance with student privacy and data protection laws, and promoting equitable access for students and teachers.

III. Core Instructional Material Selection

A. Instructional Materials Committee
The IMC is formed to establish and monitor the evaluation and recommendation of core materials used by the district in conformance with stated criteria. The committee will act upon requests for core material approval and evaluate and act upon a parent's ("parent" means a parent or legal guardian of a student enrolled in the district) requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. If necessary, the committee chairperson may call special meetings. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

In alignment with RCW 28A.320.230, the IMC will include the following: representative members from the district's professional staff, including those involved in curriculum development, and one or more parents of enrolled students, ensuring that parent members make up less than half of the committee's total membership.

The district will provide parents with reasonable notice of the opportunity to serve on the IMC and the terms of office for members. The district will also develop and implement a comprehensive outreach program to recruit a diverse pool of parent members that reflects the district's demographics and learning needs to the greatest extent possible. If the IMC cannot recruit at least one parent, it must report quarterly to the board and the public about its recruitment efforts.

The superintendent or designee will appoint members through the district's committee process. The board

must approve membership. The chairperson and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

B. Criteria for Selection of Core Instructional Materials
Core instructional materials shall be selected based on the degree to which they do the following:

1. Demonstrate a likelihood of impact as shown by scientific or evidence-based research
2. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements
3. Provide sufficient flexibility to meet the varied needs and abilities of the students served
4. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students
5. Where appropriate, present balanced but differing views of issues, controversial or otherwise, so students may develop critical analysis and informed decision-making skills
6. Demonstrate consideration of appropriate formats (including technological, visual, and/or auditory components)
7. Support equitable access to learning and learning materials for all students, including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them
8. Are free of stereotyping and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The Washington model resource, Screening for Biased Content in Instructional Materials, published by OSPI, should be consulted when selecting non-biased materials.

C. Identification of Core Instructional Materials
Core materials shall be initially selected by certificated staff assigned by the superintendent or designee. Materials must meet the Criteria for the Selection of Core Materials described above.

D. Recommendation of Core Instructional Materials
The staff assigned by the superintendent will recommend core instructional materials for the IMC to review. The IMC will review those materials in accordance with this procedure to ensure compliance with the described selection criteria and will use the instructional material evaluation guidance on the OSPI Course Design & Instructional Materials website.

Based on its evaluation, the IMC will recommend instructional materials to the board for adoption.

As outlined in RCW 28A.320.230, recommendations must include culturally and experientially representative instructional materials including materials on the study of the role of contributions of individuals or groups that are part of a protected class under RCW 28A.642.010 and 28A.640.010, but the board will ultimately decide what instructional materials are used.

In accordance with RCW 28A.320.233, the board cannot refuse to approve or prohibit any instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by RCW 28A.642.210 and 28A.640.010.

E. Adoption of Core Instructional Materials
The board must approve core instructional materials before they are used in the classroom. Texts selected previously are exempt from this requirement.

F. Regularly Scheduled Core Material Updates
Any courses using district-adapted OER as their core instructional material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material result in significant changes to course objectives or scope, the revised resource shall be forwarded to the IMC for consideration and formal recommendation for board adoption.

G. Exceptional Needs or Rapidly Changing Circumstances
The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

H. Dual Credit Programs
Dual credit programs consistent with the requirements under Chapter 28A.600 RCW, may have varying course designs as necessitated by their course credit transfer requirements. See the OSPI Dual Credit Programs website for program-specific Frequently Asked Questions documents.

I. Field Testing
The superintendent or designee may consider using field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, or assessment resources through careful experimentation for an identified purpose based on student needs.

The superintendent may authorize trial-use core instructional material that is experimental and field-tested for no more than one school year before the materials must be adopted through the formal process.

J. Citizen Access to View Core Materials
Community members are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, district office, or online. The review and examination process should be arranged to avoid disrupting the educational program. Core materials should be reviewed with the knowledge of district objectives in mind.

K. Protest Procedure for Core Instructional Materials
In accordance with RCW 28A.320.230, the process for receiving, considering, and acting upon complaints regarding the district's core instructional materials is described below.

1. **Submitting a Complaint:** A parent may submit a written complaint about core instructional materials to the principal of the school where the materials are being used.

2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the

parent, the principal, and a teacher using the materials in question to address the parent's concerns and find solutions.

3. **Committee Review:** If the issue cannot be resolved at the school level, the IMC will provide a written decision. The decision must be issued within 60 days of the meeting between the parent or within 90 days of receiving the complaint, whichever is later.

4. **Appeal Process:** The parent, a teacher using the reviewed materials, or the principal may appeal the IMC's decision by submitting a written request to the superintendent or designee. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances has arisen.

The decisions made under this process must comply with RCW 28A.320.233, be based on the selection criteria for core instructional material described in this procedure and may apply only to the student or students whose parent or guardian submitted the complaint.

IV. Intervention Instructional Material Selection
Instructional materials designed to support strategic or intensive intervention for students at risk of not meeting established learning standards will be approved by the superintendent or designee based on evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

V. Alternative Core Instructional Material Selection
The superintendent or designee will establish procedures for approving schools' use of alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that certificated staff designated by the building principal should select these alternative core materials.

VI. Supplemental Instructional Material Selection
Supplemental instructional materials will not require IMC approval or board adoption.

A. Selection of Supplemental Instructional Materials
The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly review such materials and give due consideration to the text complexity, developmental level of students, appropriateness of language or images, bias against racial, gender, ethnic, or other social groups, and other sensitive issues.

In accordance with RCW 28A.320.233, principals and professional staff cannot refuse to approve or prohibit any supplemental instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by RCW 28A.642.210 and 28A.640.010.

B. Requests for Review and Removal of Supplemental Instructional Materials

1. **Request for Review:** A parent may submit a written request to review and remove supplemental instructional materials to the applicable teacher and principal.

2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher to address the parent's concerns and find solutions.

3. **Principal's Decision:** If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the complaint if the parent doesn't request a meeting.

4. **Appeal Process:** If the parent or teacher disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances arises.

The decisions made under this process must comply with RCW 28A.320.233, will be based on the criteria for selecting supplemental instructional materials described in this procedure, and may apply only to the student or students whose parent submitted the complaint.

Excluding Student from a Program/Opt-Out
Upon a parent/guardian's written request based on sincerely held religious beliefs, the District will excuse a student from identified lesson(s) or material(s) and provide a reasonable, non-stigmatizing alternative. Excused students will not be penalized academically. Requests should specify the material or unit; the District will respond within five (5) school days.

VII. Temporary Supplemental Material Selection
The district's professional staff will rely on reason and professional judgment in selecting high-quality temporary supplemental materials appropriate for their students' instructional programs, developmental levels, and interests.

Reviewed by Griffin: **November 5, 2025**
WSSDA Last Revised: **October 02, 2025**
Classification: **Critical**
Prior Revised Dates: **06.97; 06.11; 04.15; 12/01/2015; 06/28/2021; 04/16/2025**

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Coversheet

Policy 4000 Public Information Program

Section:	V. Policy Updates
Item:	C. Policy 4000 Public Information Program
Purpose:	Discuss
Submitted by:	
Related Material:	4000 Public Information Program (Griffin - No Date).pdf 4001-Public Information Program (WSSDA 2023).docx.pdf

PUBLIC INFORMATION PROGRAM

The district shall strive to maintain effective two-way communication channels with the public. Such channels shall enable the board and staff to interpret the schools' performance and needs to the community and provide a means for citizens to express their needs and expectations to the board and staff.

The superintendent shall establish and maintain a communication process within the school system and between it and the community. Such a public information program shall provide for a district annual report, news releases at appropriate times, news media coverage of district programs and events, and regular direct communication between individual schools and the patrons they serve. The public information program shall also assist staff in improving their skill and understanding in communicating with the public.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses and other such events or activities which may bring staff and citizens together. Survey instruments and/or questionnaires may be developed in order to gain a broad perspective of community opinion.

The board is a nonpartisan public body and as such shall not endorse political candidates. Neither staff nor students shall be asked to disseminate campaign materials from the schools nor shall any of the district's facilities or communications services be used to disseminate such material.

Collection of Disciplinary Data

The district will collect data on student disciplinary actions taken in each school, and the information will be available to the public on request. This information may not be personally identifiable, and shall not include a student's name, address or social security number.

Policy Console - WSSDA

Policy: 4001
Section: 4000 - Community Relations

Public Information Program

The district will strive to maintain effective two-way communication channels with the public. Such channels will enable the board and staff to interpret the school's performance and need to the community and provide a means for citizens to express their needs and expectations to the board and staff.

The superintendent or designee will establish and maintain a communication process within the school system and between it and the community. Such a public information program will provide for a district annual report, news releases at appropriate times, news media coverage of district programs and events, and regular direct communication between individual schools and the community members they serve. The public information program will also assist staff in improving their skill and understanding in communicating with the public.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses, and other such events or activities which may bring staff and citizens together. At times, board meetings may be scheduled at neighborhood schools. Survey instruments and/or questionnaires may be developed in order to gain a broad perspective of community opinion.

The board is a nonpartisan public body and will not endorse political candidates. Neither staff nor students will be asked to disseminate campaign materials from the schools nor will any of the district's facilities or communications services be used to disseminate such material.

The superintendent or designee will identify staff with significant public information responsibilities and establish guidelines for their work. The guidelines will address such matters as authority for making releases and the nature and content of bulletins to parents.

Staff Communications with the Public
Staff shares the responsibility for communicating and interpreting the district mission, its policies, programs, goals, and objectives to members of the community. Staff will perform their services and functions to the best of their ability and communicate with members of the community, parents, students, and other staff in a sincere, courteous and considerate manner. Staff will strive to develop and maintain cooperative school-community relations and to achieve the understanding and mutual respect that are essential to the success of the district.

Confidential information about students or other staff will be released only as permitted by law and district policies and procedures.

Public Health Information
The district will post a prominent link on its website's homepage and on each schools' homepage to information from the Department of Health that addresses substance use trends; overdose symptoms and response; and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition.

To keep students, families, and community members informed about available health resources, the district will make the information described above from the Department of Health accessible through internet-based communications (like the district's social media accounts) and through digital and

nondigital communications. The district will post this information at least twice each school year.

Collection Of Disciplinary Data
The district will collect data on student disciplinary actions taken in each school, and the information will be available to the public on request. This information may not be personally identifiable, and will not include a student's name, address, or social security number.

District Annual Report
An annual district report addressing the activities of the district and the administration's recommendations for improvement of student learning and district operations will be prepared by the superintendent or designee and presented to the board as soon as possible after the close of each school year. Upon board approval, the report will be made available to the public and used as one means for informing parents and community members, the Office of the Superintendent of Public Instruction, and other districts in the area, of the programs and conditions of the district's schools. The district must ensure awareness of and compliance with certain statutory requirements as specified in Policy 2106 (Program Compliance). When the district is not in compliance, such deviations will be incorporated into the annual report.

Cross References:	4020 - Confidential Communications 2106 - Program Compliance 2121 - Substance Abuse Program 2004 - Performance Improvement Goals
Legal References:	RCW 28A.150.230 District school directors responsibilities RCW 28A.655.100 Performance goals - Reporting requirements HB 1230 (2023) School-Public Health Information

Reviewed by Griffin: **November 5, 2025**
Last Revised: **July 24, 2023**
Classification: **Important**
Prior Revised Dates: **10.00; 10/01/2011**

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Coversheet

Policy 5000 Recruitment and Selection of Staff

Section: V. Policy Updates
Item: D. Policy 5000 Recruitment and Selection of Staff
Purpose: Discuss
Submitted by:
Related Material:
5000 Recruitment and Selection of Staff (Griffin 2000)).pdf
5000-Recruitment Selection and Evaluation of Staff (WSSDA 2014).docx.pdf

RECRUITMENT AND SELECTION OF STAFF

Staff are recruited and selected to ensure that students grow and meet their full potential in district programs. Staff are highly effective, and have the necessary skills and experience to meet the learning needs of all students. The district works with teacher preparation programs, communicating the teaching skills, competencies, and experiences it considers of primary importance in its staff, and providing field experiences designed to train teachers to be able to improve student learning. Decisions about hiring, assigning, or transferring staff are based on maximizing the effectiveness of that staff member within the district's programs.

Staff positions are established by the board to provide the district's comprehensive program of education. New positions are established by the board as needed. The superintendent establishes the necessary skills, competencies, qualifications, education, experience, and past performance levels for each position, as it relates to the district's comprehensive program of education, and the goal of continued improvement in student learning. Selection of staff is based on which candidate is the most qualified for the position, and is made pursuant to the district's standard screening, interview, and reference check process, and equity requirements.

Positions are created within budget parameters, and legal requirements. The filling of individual positions is done with consideration to salary issues, budget parameters, and legal requirements. The superintendent periodically evaluates the effectiveness of the district's staff recruitment and selection processes, and reports the findings and recommendations from the evaluation to the board.

Cross References:	Board Policy	5005	Employment: Disclosures, Certification Requirements, Assurances and Approval
		5610	Substitute Employment
Legal References:	RCW	28A.400.300	Hiring and discharging employees--Leaves for employees--Seniority and leave benefits, retention upon transfers between schools
	RCW	28A.405.210	Conditions and contracts of employment--Determination of probable cause for non-renewal of contracts--Notice--Opportunity for hearing
		43.43.830	Background checks -- Access to children or vulnerable persons
		43.43.832	Background checks--Disclosure of child abuse

WAC 162-12 Reemployment Inquiry Guide (Human Rights Commission)

AGO 62155.00 - No. 155 1961-62 Expenses of Applicants

P.L. 99-603 (IRCA) Immigration Reform and Control Act of 1986

Title 8 USC, Ch. 12 §1324a and §324b

Adoption Date: July 19, 2000

Policy Console - WSSDA

Policy: 5000
Section: 5000 - Personnel

Recruitment, Selection, and Evaluation of Staff

The board of directors delegates most or all recruitment and selection of school district staff to the superintendent and/or their designee(s).

Staff are recruited and selected to ensure that all staff members are highly effective and have the necessary skills and experience to meet the learning needs of all students.

Staff positions are established by the board based on recommendations of the superintendent according to the needs and financial constraints of the district. The superintendent or their designee establishes the necessary skills, competencies, qualifications, education, experience, and past performance levels required for each position and to contribute toward the goal of continued improvement in student learning. Selection of staff is based on which candidate is the most qualified for the position, and is made pursuant to the district's standard screening, interview, reference check process, and other requirements.

Positions are created and filled with consideration of salary and budget parameters, strategic goals, student enrollment, and legal requirements. Part of the district's strategic and short-term planning processes analyze current and projected staffing requirements. The superintendent or their designee(s) regularly evaluates the effectiveness of the district's staff recruitment and selection processes and reports the findings and recommendations from the evaluation to the board.

Cross References:	5005 - Employment and Volunteers: Disclosures, Certification Requirements, Assurances and Approval 5610 - Substitute Employment
Legal References:	RCW 28A.400.300 Hiring and discharging of employees. Written leave policies. Seniority and leave benefits of employees transferring between school districts and other educational employers. RCW 28A.405.210 Conditions and contracts of employment. Determination of probable cause for nonrenewal of contracts Nonrenewal due to enrollment decline or revenue loss. Notice. Opportunity for hearing RCW 43.43.830 Background checks. Access to children or vulnerable persons. Definitions

RCW 43.43.832 Background checks. Disclosure of information - Sharing of criminal background information by health care facilities
RCW 49.44.200 Personal social networking accounts Restrictions on employer access - Definitions
RCW 49.44.205 Violations of RCW 49.44.200. Civil action - Remedies
Chapter 162-12 WAC Preemployment Inquiry Guide (Human Rights Commission)
P.L. 99-603 (IRCA)Immigration Reform and Control Act of 1986
Title 8 USC, Ch. 12. 1324a and 1324b
WAC 392-190-0591 Public school employment and contract practices - Nondiscrimination

Management Resources: 2014 - December Issue
2012 - February Issue

Reviewed by Griffin: **November 5, 2025**
Classification: **Important**
WSSDA Prior Revised Dates: **02.12; 12/01/2014**

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Coversheet

Policy 6020 System of Funds and Accounts

Section:	V. Policy Updates
Item:	E. Policy 6020 System of Funds and Accounts
Purpose:	Discuss
Submitted by:	
Related Material:	6020 System of Funds and Accounts (Griffin April 23, 2025).pdf 6020 Systems of Funds and Accounts (Griffin Update).pdf

Policy: 6020
Section: 6000 - Management Support

System of Funds and Accounts

Funds
The district will maintain a system of funds with the county treasurer in accordance with state law and the accounting manual approved by the State Superintendent of Public Instruction. Below is a description of the district's system of funds.

General Fund
The General Fund (GF) is financed primarily from local taxes, state support funds, federal grants, and local receipts. These revenues are used specifically for financing the ordinary and legally authorized operations of the district for all grades. The GF includes money that has been segregated for the purpose of carrying on specific activities including, but not limited to, the basic and special education programs. The GF is managed in accordance with special regulations, restrictions, and limitations. The GF constitutes an independent fiscal and accounting entity.

As a part of its GF, the district has a local revenue subfund to account for the district's operations that are paid for with local revenues.

The following local revenues will be deposited in the district's local revenue subfund:

- Enrichment levies and transportation levies collected under RCW 82.52.053;
- Local assistance funding received under chapter RCW 28A.500 RCW; and
- Other local revenues such as, but not limited to, grants, donations, and state and federal payment in lieu of taxes, or local revenues that operate as an offset to the district's basic education allocation under RCW 28A.150.250.

The district will track expenditures from the subfund to account for the expenditures based on each of the streams of revenue described above.

For second class districts: Additionally, as part of its GF, the district may have a depreciation subfund. The purpose of the subfund is to reserve funds for future facility and equipment needs. Up to two percent of the district's GF may be deposited each fiscal year into the depreciation subfund for the purpose of preventative maintenance or emergency facility needs. The preventative maintenance must be necessary to realize the originally anticipated useful life of a building or facility and include one of the following:

- Exterior painting of facilities;
- Replacement or renovation of roofing, exterior walls, windows, heating, air conditioning, and ventilation systems, floor coverings in classrooms and common areas, and electrical and plumbing systems;
- Renovation of playfields, athletic facilities, and other district real property.

The district may use district employees to perform preventative maintenance with money from the depreciation subfund, but money from the subfund cannot be used to pay employees for work unrelated to the work described above.]

Capital Projects Fund
The Capital Projects Fund (CPF) contains:

- Proceeds from the sale of voted bonds (unlimited tax general obligation bonds) and non-voted bonds (limited general obligation bonds);
- State of Washington financing assistance (state matching money);
- Transfers from the district's basic education allotment;
- The proceeds of special levies earmarked for building purposes;

- Earnings from capital projects fund investments, growth management impact fees, state environmental protection act mitigation payments; and
- Rental or lease proceeds and proceeds from the sale of property.

The district may use proceeds from the sale of voted bonds, including the interest earnings thereof, for capital purposes including, but not limited to, the following purposes:

- Funding outstanding indebtedness or bonds already issued;
- Purchasing sites for buildings, playgrounds, physical education, and athletic facilities;
- Erecting buildings and furnishing those buildings with the necessary furniture, apparatuses, and equipment;
- Improving the energy efficiency of the district's buildings and/or installing systems and components to utilize renewable and/or inexhaustible energy resources;
- Making major or minor structural changes and structural additions to buildings, structures, facilities, and sites necessary or proper to carry out the functions of the district; and
- Paying for an installment purchase contract for school plant facilities or a financing lease, the term of which is ten years or longer and that contains an option by the district to purchase the leased property for nominal consideration, but only to the extent such payment constitutes a capital expenditure.

All other money deposited into the CPF may be used for the purposes described above and the following purposes:

- Making major renovations to and replacing facilities and systems where periodical repairs are no longer economical or to extend the useful life of the facility or system beyond its original planned useful life, including but not limited to replacing or refurbishing roofs, exterior walls, windows, heating and ventilating systems, floor covering in classrooms and public common areas, and electrical and plumbing systems;
- Renovating and rehabilitating playfields, athletic fields, and other district real property;
- Conducting preliminary energy audits and energy audits of district buildings and making energy capital improvements that are identified as being cost-effective in the audits;
- Purchasing or installing additional major items of equipment and furniture;
- Paying the costs associated with implementing technology systems, facilities, and projects—including acquiring hardware licenses, licensing software, and online applications—and paying the costs associated with training related to the installation of such systems, facilities, and projects;
- Paying the costs associated with the application and modernization of technology systems for operations and instruction—including, but not limited to, the ongoing fees for online applications, subscriptions, or software licenses, including upgrades and incidental services—and paying for ongoing training related to the installation and integration of such products and services (to the extent funds are used for this purpose, the district will transfer the portion of the capital project funds used to the district's GF); and
- Repairing major equipment, painting facilities, and performing other preventative maintenance (to the extend funds are used for this purpose, the district will transfer the portion of the capital project funds used to the district's GF).

After holding a public hearing, the board may determine by resolution to use any money from the sale of voted bonds and investment earnings thereon remaining after the authorized capital improvements have been completed to acquire, construct, install, equip and make other capital improvements to the district's facilities or to retire and/or defease a portion of voted bonds.

Investment earnings derived from other sources in the CPF should be retained in the CPF and used for statutorily authorized purposes. The district may transfer investment earnings in the CPF that have not been derived from voted bond proceeds to a different fund if the earnings are used only for instructional supplies, equipment, or capital outlay purposes. The superintendent or designee should consult the board and appropriate district staff prior to altering the use of voted bond proceeds and transferring investment earnings out of the CPF.

Debt Service Fund
The money in the Debt Service Fund (DSF) is used to pay for the principal of and interest on outstanding voted and non-voted bonds. Disbursements are made by the county treasurer by means of treasurer's checks. Provision will be made annually for the making of a levy sufficient to meet the annual payments of

principal and semiannual payments of interest. The district may transfer surplus investment earnings from the DSF to any other district fund as long as such earnings are spent only for instructional supplies, equipment, or capital outlay purposes. The district may transfer such investment earnings to other district funds unless the resolution authorizing the voted bonds requires investment earnings to remain in the DSF to secure payment of voted bonds, thereby reducing future tax collections and the corresponding tax levy rate. The superintendent or designee should consult with the board and appropriate staff prior to transferring interest earnings out of the DSF.

Non-voted bonds are required to be repaid from the district's DSF, rather than the fund that actually received the non-voted bond proceeds. As a result, to pay the principal of and interest on the non-voted bond, an operating transfer must be used from the CPF (or other fund) to the DSF. The district should create a separate account within the DSF to repay the non-voted bond. The district should internally segregate the money pledged to repay the non-voted bond from any excess property taxes deposited in the DSF for the repayment of voted bonds.

Prior to the issuance of a non-voted bond, the superintendent or a designee will review the repayment process with the board and the county treasurer. The proceeds from the sale of real property may be placed in the DSF or CPF, except for the amount required to be expended for the costs associated with the sale of such property.

Associated Student Body Program Fund
The board is responsible for the protection and control of student body financial resources just as it is for other public funds placed in its custody. The financial resources of the Associated Student Body Program Fund (ASB Fund) are for the benefit of students. Student involvement in the decision-making processes related to the use of this money is an integral part of the associated student body, except that the board may delegate the authority to a staff member to act as the associated student body for any school that does not contain a grade higher than grade six.

Money in the ASB Fund is public money and may not be used to support or oppose any political candidate or ballot measure. Money raised by students through recognized student body organizations will be deposited in and disbursed from the fund maintained by the county treasurer. The ASB Fund is subject to management and accounting procedures that are similar to those required for all other district moneys. ASB constitutions will provide for participation by ASB representatives in the decisions to budget for and disburse ASB Fund money. Private non-associated student body fund moneys raised for scholarships, student exchanges, and charitable purposes will be held in trust by the district.

Transportation Vehicle Fund
The transportation vehicle fund (TVF) includes:

- The proceeds from the sale of transportation vehicles;
- Lease, rental, or occasional use of surplus buses;
- Depreciation reimbursement for district-owned buses;
- Proceeds of TVF levies;
- Optional transfers from the GF; and
- Investment funds coming from the TVF.

The TVF may be used to purchase school buses; to pay for major repairs to school buses; to complete a feasibility plan to transition from gas or diesel school buses to electric or zero emission school buses; to purchase, install, and repair electric school bus charging stations and other zero emission school bus fueling stations and for other costs necessary for station installation; and to convert or repower existing gas or diesel school buses to electric or zero emission school buses. Money may be transferred from the TVF to the DSF exclusively for the payment of debt and interest associated with purchase agreements for school buses, including lease purchase agreements.

Skill Center Minor Repair and Maintenance Capital Account
A host district of a cooperative skill center must maintain a separate minor repair and maintenance capital account for facilities constructed or renovated with state funding. Participating districts must make annual deposits into the account to pay for future minor repair and maintenance costs of those facilities. The host district has authority to collect those deposits by charging participating districts an annual per-pupil facility fee.

Bank Accounts

The district will maintain a system of bank accounts as follows:

- A district depository and/or transmittal bank account;
- An associated student body imprest bank account for each school having an associated student body organization approved by the board; and
- Petty cash accounts in such numbers as are necessary to meet the petty cash needs of the schools and divisions of the district.

The board may authorize the establishment of such accounts. Each petty cash account will be approved by the board. A custodian will be appointed for these accounts who will be independent of invoice processing, check signing, general accounting and cash receipts functions. If this separation of functions is not feasible, another employee who is independent of those functions will be responsible for reviewing the management of each account.

Cross References:	6030 - Financial Reports 3510 - Associated Student Bodies 6100 - Revenues From Local, State and Federal Sources
Legal References:	WAC 392-142-260 Allowable use of the transportation vehicle fund WAC 392-142-255 Deposit of payments in the transportation vehicle fund RCW 28A.245.100 Minor repair and maintenance capital accounts RCW 28A.160.130 Transportation vehicle fund□□□Deposits in□□□Use□□□Rules for establishment and use RCW28A.320.320Investment of funds of district□□□Service fee RCW 28A.320.330School funds enumerated □□□ Deposits □□□ Uses RCW 28A.325.010Fees for optional noncredit extracurricular events □□□ Disposition RCW 28A.325.020Associated student bodies □□□ Powers and responsibilities affecting RCW 28A.325.030Associated student body program fund □□□ Fund □□□ raising activities □□□ Nonassociated student body program fund moneys RCW 28A.335.060Surplus school property □□□ Rental, lease or use of □□□ disposition of moneys received from RCW 28A.505.140Rules for budgetary procedures□□□Review by superintendent□□□ Separate accounting of state and local revenues□□□Notice of irregularity□□□Budget revisions RCW 28A.530.010Directors may borrow money, issue bonds RCW 28A.530.020Bond issuance □□□ Election □□□ Resolution to specify purposes RCW 28A.530.080Additional authority to contract indebtedness--Notice RCW 42.17A.555Use of public office or agency facilities in campaigns □□□ Prohibition □□□ Exceptions RCW 43.09.200 Local Government Accounting □□□ Uniform system of accounting RCW 43.09.210Local Government Accounting Separate accounts for each fund or activity □□□ Exemptions RCW 84.52.053Levies by school districts authorized □□□ When □□□ Procedure RCW 84.52.056Excess levies for capital purposes authorized Chapter 392-123 WAC Finance □□□ School District Budgeting Chapter 392-138 WACFinance □□□ ASB Moneys

State Auditor Bulletin #301, III(E), Petty Cash, (PT 3, Ch 3, Pg 8)

Management Resources:	2019 - March 2019 - March Policy Issue 2017 - July Issue

Griffin's Last Revision/Adoption:6/24/2019; **April 23, 2025**

WSSDA's Classification: **Encouraged**
WSSDA's Last Revision/Adoption Dates: **04.00; 04.01; 12.05; 02.06; 12.06; 02.07; 12.11; 07.17; 03/01/2019; 7/24/23**

Policy: 6020
Section: 6000 - Management Support

System of Funds and Accounts

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As a part of its GF, the district has a local revenue subfund to account for the district's operations that are paid for with local revenues. The following local revenues will be deposited in the district's local revenue subfund:

- Enrichment levies and transportation levies collected under RCW 82.52.053;
- Local assistance funding received under chapter RCW 28A.500 RCW; and
- Other local revenues such as, but not limited to, grants, donations, and state and federal payment in lieu of taxes, or local revenues that operate as an offset to the district's basic education allocation under RCW 28A.150.250.

The district will track expenditures from the subfund to account for the expenditures based on each of the streams of revenue described above.

For second class districts: Additionally, as part of its GF, the district may have a depreciation subfund. The purpose of the subfund is to reserve funds for future facility and equipment needs. Up to two percent of the district's GF may be deposited each fiscal year into the depreciation subfund for the purpose of preventative maintenance or emergency facility needs. The preventative maintenance must be necessary to realize the originally anticipated useful life of a building or facility and include one of the following:

- Exterior painting of facilities;
- Replacement or renovation of roofing, exterior walls, windows, heating, air conditioning, and ventilation systems, floor coverings in classrooms and common areas, and electrical and plumbing systems;
- Renovation of playfields, athletic facilities, and other district real property.

The district may use district employees to perform preventative maintenance with money from the depreciation subfund, but money from the subfund cannot be used to pay employees for work unrelated to the work described above.

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- The proceeds of special levies earmarked for building purposes;
- Earnings from capital projects fund investments, growth management impact fees, state environmental protection act mitigation payments; and
- Rental or lease proceeds and proceeds from the sale of property.

The district may use proceeds from the sale of voted bonds, including the interest earnings thereof, for capital purposes including, but not limited to, the following purposes:

- Funding outstanding indebtedness or bonds already issued;
- Purchasing sites for buildings, playgrounds, physical education, and athletic facilities;
- Erecting buildings and furnishing those buildings with the necessary furniture, apparatuses, and equipment;
- Improving the energy efficiency of the district's buildings and/or installing systems and components to utilize renewable and/or inexhaustible energy resources;
- Making major or minor structural changes and structural additions to buildings, structures, facilities, and sites necessary or proper to carry out the functions of the district; and
- Paying for an installment purchase contract for school plant facilities or a financing lease, the term of which is ten years or longer and that contains an option by the district to purchase the leased property for nominal consideration, but only to the extent such payment constitutes a capital expenditure.

All other money deposited into the CPF may be used for the purposes described above and the following purposes:

- Making major renovations to and replacing facilities and systems where periodical repairs are no longer economical or to extend the useful life of the facility or system beyond its original planned useful life, including but not limited to replacing or refurbishing roofs, exterior walls, windows, heating and ventilating systems, floor covering in classrooms and public common areas, and electrical and plumbing systems;
- Renovating and rehabilitating playfields, athletic fields, and other district real property;
- Conducting preliminary energy audits and energy audits of district buildings and making energy capital improvements that are identified as being cost-effective in the audits;
- Purchasing or installing additional major items of equipment and furniture;
- Paying the costs associated with implementing technology systems, facilities, and projects—including acquiring hardware licenses, licensing software, and online applications—and paying the costs associated with training related to the installation

of such systems, facilities, and projects;
- Paying the costs associated with the application and modernization of technology systems for operations and instruction—including, but not limited to, the ongoing fees for online applications, subscriptions, or software licenses, including upgrades and incidental services—and paying for ongoing training related to the installation and integration of such products and services (to the extent funds are used for this purpose, the district will transfer the portion of the capital project funds used to the district's GF); and
- Repairing major equipment, painting facilities, and performing other preventative maintenance (to the extent funds are used for this purpose, the district will transfer the portion of the capital project funds used to the district's GF).

After holding a public hearing, the board may determine by resolution to use any money from the sale of voted bonds and investment earnings thereon remaining after the authorized capital improvements have been completed to acquire, construct, install, equip and make other capital improvements to the district's facilities or to retire and/or defease a portion of voted bonds.

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Debt Service Fund

The money in the Debt Service Fund (DSF) is used to pay for the principal of and interest on outstanding voted and non-voted bonds. Disbursements are made by the county treasurer by means of treasurer's checks. Provision will be made annually for the making of a levy sufficient to meet the annual payments of principal and semiannual payments of interest. The district may transfer surplus investment earnings from the DSF to any other district fund as long as such earnings are spent only for instructional supplies, equipment, or capital outlay purposes. The district may transfer such investment earnings to other district funds unless the resolution authorizing the voted bonds requires investment earnings to remain in the DSF to secure payment of voted bonds, thereby reducing future tax collections and the corresponding tax levy rate. The superintendent or designee should consult with the board and appropriate staff prior to transferring interest earnings out of the DSF.

Non-voted bonds are required to be repaid from the district's DSF, rather than the fund that actually received the non-voted bond proceeds. As a result, to pay the principal of and interest on the non-voted bond, an operating transfer must be used from the CPF (or other fund) to the DSF. The district should create a separate account within the DSF to repay the non-voted bond. The district should internally segregate the money pledged to repay the non-voted bond from any excess property taxes deposited in the DSF for the repayment of voted bonds.

Prior to the issuance of a non-voted bond, the superintendent or a designee will review the repayment process with the board and the county treasurer. The proceeds from the sale of real property may be placed in the DSF or CPF, except for the amount required to be expended for the costs associated with the sale of such property.

Associated Student Body Program Fund

The board is responsible for the protection and control of student body financial resources just as it is for other public funds placed in its custody. The financial resources of the Associated Student Body Program Fund (ASB Fund) are for the benefit of students. Student involvement in the decision-making processes related to the use of this money is an integral part of the associated student body, except that the board may delegate the authority to a staff member to act as the associated student body for any school that does not contain a grade higher than grade six.

Money in the ASB Fund is public money and may not be used to support or oppose any political candidate or ballot measure. Money raised by students through recognized student body organizations will be deposited in and disbursed from the fund maintained by the county treasurer. The ASB Fund is subject to management and accounting procedures that are similar to those required for all other district moneys. ASB constitutions will provide for participation by ASB representatives in the decisions to budget for and disburse ASB Fund money. Private non-associated student body fund moneys raised for scholarships, student exchanges, and charitable purposes will be held in trust by the district.

Transportation Vehicle Fund

The Transportation Vehicle Fund (TVF) includes:

- The proceeds from the sale of transportation vehicles;
- Lease, rental, or occasional use of surplus buses;
- Depreciation reimbursement for district-owned buses;
- Proceeds of TVF levies;
- Optional transfers from the GF; and
- Investment funds coming from the TVF.

The TVF may be used to purchase school buses; to pay for major repairs to school buses; to complete a feasibility plan to transition from gas or diesel school buses to electric or zero emission school buses; to purchase, install, and repair electric school bus charging stations and other zero emission school bus fueling stations and for other costs necessary for station installation; and to convert or repower existing gas or diesel school buses to electric or zero emission school buses. Money may be transferred from the TVF to the DSF exclusively for the payment of debt and interest associated with purchase agreements for school buses, including lease purchase agreements.

Skill Center Minor Repair and Maintenance Capital Account

A host district of a cooperative skill center must maintain a separate minor repair and maintenance capital account for facilities constructed or renovated with state funding. Participating districts must make annual deposits into the account to pay for future minor repair and maintenance costs of those facilities. The host district has authority to collect those deposits by charging participating districts an annual per-pupil facility fee.

Bank Accounts

The district will maintain a system of bank accounts as follows:

- A district depository and/or transmittal bank account;
- An associated student body imprest bank account for each school having an associated student body organization approved by the board; and
- Petty cash accounts in such numbers as are necessary to meet the petty cash needs of the schools and divisions of the district.

The board may authorize the establishment of such accounts. Each petty cash account will be approved by the board. A custodian will be appointed for these accounts who will be independent of invoice processing, check signing, general accounting and cash receipts functions. If this separation of functions is not feasible, another employee who is independent of those functions will be responsible for reviewing the management of each account.

Cash Receipting

I. Purpose
The purpose of this policy is to establish clear, uniform procedures for the handling and accounting of all cash, checks, and other payments received by the district. This policy is designed to protect public funds from fraud, waste, and loss.

II. Scope
This policy applies to all district employees, contractors, volunteers, and students who collect, handle, or manage funds on behalf of the district, including Associated Student Body (ASB) funds.

III. General requirements and best practices

A. Separation of duties
To minimize the risk of fraud, no single person should control every stage of a financial transaction. Duties must be segregated as follows:

- **Collection:** An individual collects and records the initial payment.
- **Deposit preparation:** A different individual prepares the bank deposit.
- **Recording and Reconciliation:** The bank reconciliation is performed by the finance director when the month end process is completed.

B. Receipt forms

- **Approved forms only:** All receipts must be issued on official, pre-numbered receipt forms. Generic forms are not permitted.
- **Imprinted forms:** Receipt forms must be imprinted with the district's name.
- **Required information:** Each receipt must include:
  - Name of payer
  - Date of payment
  - Amount received
  - Mode of payment (e.g., cash, check number)
  - Purpose of payment
  - Initials or signature of the employee preparing the receipt

C. Handling payments

- **Restrictive endorsements:** All checks must be restrictively endorsed immediately upon receipt with the district's name and "For Deposit Only."
- **Cash security:** All cash must be kept in a locked drawer, box, or safe when not being counted or processed. Access should be limited to authorized personnel.
- **Mail opening:** If payments arrive by mail, two individuals should be present to open the mail and prepare a remittance list of all payments received.
- **No disbursements from cash:** Under no circumstances are cash receipts to be used for making change, cashing checks, or paying for expenses.

IV. Deposit procedures

A. Deposit frequency

- All public funds must be deposited with the local government treasurer at least once every 24 consecutive hours, as required by RCW 43.09.240.

B. Intact deposits

- All deposits must be made intact, meaning the exact cash and checks received must be deposited without any substitutions.
- Deposits are prepared by one employee and verified by the business office, such as a supervisor, before being sent to the bank.

V. Specific cash receipting scenarios

A. Fundraisers and ASB funds

- Fundraising activities are high-risk and require heightened oversight.
- A written and approved plan must be in place for each fundraising activity, including an estimate of revenues and expenditures.
- Cash counts must be performed by at least two people, with both signing the cash count sheet.
- For multi-day events, cash should be counted and secured at the end of each day.

B. Petty cash

- The petty cash fund must be kept separate from all cash receipts.
- No reimbursements or cash disbursements are to be made from cash receipts.
- A petty cash custodian must be appointed to track all transactions.

C. Handling voided receipts

- If a receipt is voided, all copies (original and duplicates) must be retained and submitted with the daily receipting paperwork.
- For fundraising receipts, two individuals must witness and sign off on a void.

VI. Training and compliance

- The district's business office will provide regular training to all employees who handle cash.
- Failure to adhere to the cash receipting policy can result in disciplinary action, and if public funds are misused, criminal prosecution may occur.
- Any loss of public funds must be immediately reported to management and the Washington State Auditor's Office.

Cross References

- 6030 - Financial Reports
- 3510 - Associated Student Bodies
- 6100 - Revenues From Local, State and Federal Sources

Legal References

- WAC 392-142-260 Allowable use of the transportation vehicle fund
- WAC 392-142-255 Deposit of payments in the transportation vehicle fund
- RCW 28A.245.100 Minor repair and maintenance capital accounts
- RCW 28A.160.130 Transportation vehicle fund - Deposits in - Use - Rules for establishment and use
- RCW 28A.320.320 Investment of funds of district
- RCW 28A.320.330 School funds enumerated - Deposits - Uses
- RCW 28A.325.010 Fees for optional noncredit extracurricular events - Disposition
- RCW 28A.325.020 Associated student bodies - Powers and responsibilities affecting
- RCW 28A.325.030 Associated student body program fund - Fund raising activities - Nonassociated student body program fund moneys
- RCW 28A.335.060 Surplus school property - Rental, lease or use of - disposition of moneys received from
- RCW 28A.505.140 Rules for budgetary procedures - Review by superintendent - Separate accounting of state and local revenues - Notice of irregularity - Budget revisions
- RCW 28A.530.010 Directors may borrow money, issue bonds
- RCW 28A.530.020 Bond issuance - Election - Resolution to specify purposes
- RCW 28A.530.080 Additional authority to contract indebtedness--Notice
- RCW 42.17A.555 Use of public office or agency facilities in campaigns - Prohibition - Exceptions
- RCW 43.09.200 Local Government Accounting - Uniform system of accounting
- RCW 43.09.210 Local Government Accounting - Separate accounts for each fund or activity - Exemptions
- RCW 84.52.053 Levies by school districts authorized - When - Procedure
- RCW 84.52.056 Excess levies for capital purposes authorized
- Chapter 392-123 WAC Finance - School District Budgeting
- Chapter 392-138 WAC Finance - ASB Moneys
- State Auditor Bulletin #301, III(E), Petty Cash, (PT 3, Ch 3, Pg 8)

Management Resources

- 2019 - March 2019 - March Policy Issue
- 2017 - July Issue

Reviewed/Updated by Griffin: **November 5, 2025**

Griffin Adoption: **April 23, 2025**

Griffin Revision: 6/24/2019

WSSDA's Classification: Encouraged
WSSDA's Last Revision/Adoption Dates: 04.00; 04.01; 12.05; 02.06; 12.06; 02.07; 12.11; 07.17; 03/01/2019; 7/24/23

Coversheet

Policy 3416 Medication at School

Section: VI. Policy Review
Item: A. Policy 3416 Medication at School
Purpose: FYI
Submitted by:
Related Material: 3416 Medication at School (Griffin 2024).pdf

Policy: 3416
Section: 3000 - Students

Medication at School

General Statement
Under normal circumstances, all student medications, both prescription and over-the-counter (OTC) medications, should be administered before and/or after school hours under supervision of the parent/guardian. When it is necessary for a student to receive prescription or OTC oral medication, topical medication, eye drops, ear drops, or nasal spray at school or at school-sponsored events, the parent/guardian must submit a written parental request and a written authorization form from a licensed healthcare practitioner (LHP), prescribing within the scope of his or her prescriptive authority. If the medication will be administered for more than fifteen consecutive days, the LHP must also provide written, current, and unexpired instructions for the administration of the medication.

The superintendent will establish procedures for required and proper:

A. Designating staff members who may administer medication to students;
B. Training, delegation, and supervision of staff members in the administration of medication to students by a registered nurse (RN), including oral medication, topical medication, eye drops, ear drops, and/or nasal spray;
C. Obtaining signed and dated parent/guardian and LHP request and authorization for the administration of medications, including instructions from the LHP if the medication is to be given for more than fifteen (15) days;
D. Transporting medications to and from school;
E. Storing medication in a locked or limited access area;
F. Labeling medication;
G. Administering of medication, including identification of student and medication;
H. Documenting administration of medication, including errors, reactions, or side effects;
I. Disposing of medications;
J. Maintaining records pertaining to the administration of medication;
K. Maintaining student confidentiality;
L. Permitting, as appropriate, possession and self-administration of medications necessary for student school attendance;
M. Permitting possession and self-administration of over-the-counter topical sunscreen products (see Sunscreen Section below); and
N. Reviewing and evaluating of medication practices and documentation.

School District Policy and Procedure 3419 - Self-Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420 - Anaphylaxis Prevention and Response govern the use of injectable medication for the treatment of anaphylaxis.

Except for limited situations, no school staff other than a RN or licensed practical nurse (LPN) may administer suppositories, rectal gels, or injections (except for emergency injections for students with anaphylaxis, as stated in School District Policy and Procedure 3419 - Self-Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420 - Anaphylaxis Prevention and Response). In some situations, a parent designated adult (PDA) may administer certain injections.

If the school decides to discontinue administering a student's medication, the superintendent or designee must provide notice to the student's parent/ guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

Sunscreen
Over-the-counter topical sunscreen products may be possessed and used by students, parent/guardians, and school staff without a written prescription or note from a licensed health care provider if the following conditions are met:

A. The product is regulated by the US Food and Drug administration as an over-the-counter sunscreen product; and
B. If possessed by a student, the product is provided to the student by a parent/guardian.

Medical Marijuana:
Washington State law (RCW 69.51A.060) permits the use of medical marijuana, however, federal law (Title IV-Part A—Safe and Drug Free Schools and Communities and the Controlled Substances Act (CSA) (21 U.S.C. § 811) prohibits the possession and use of marijuana on the premises of recipients of federal funds including educational institutions. School nurses may not administer medical marijuana. See 3423 – Parental Administration of Marijuana for Medical Purposes, regarding parental administration of medical marijuana on school grounds, school bus, and school-sponsored activities.

Cross References:	3420 - Anaphylaxis Prevention and Response 3419 - Self-Administration of Asthma and Anaphylaxis Medications 3423 - Parental Administration of Marijuana for Medical Purposes
Legal References:	RCW 28A.210.260 Public and private schools - Administration of medication — Conditions RCW 28A.210.270 Public and private schools —Administration of medication — Immunity from liability — Discontinuance, procedure
Management Resources:	2018 - August 2018 - August Policy Issue 2017 - July Policy Issue 2014 - February Issue 2012 - August Issue Policy News, February 2001 Oral Medication Definition Expanded

Adoption Date: **September 25, 2024**

Classification: **Essential**
Revised Dates: **02.01; 12.11; 08.12; 02.14; 07.17; 08.18; 07.19**

Coversheet

Superintendent Kirsten Rue

Section: VIII. Superintendent Updates
Item: A. Superintendent Kirsten Rue
Purpose: FYI
Submitted by:
Related Material: WSSDA 2025 Annual Conference_ Print Schedule.pdf

WSSDA 2025 Annual Conference

B Breakout Session **G** General Information **N** General Session **M** Meetings/Committees

O OnBoard Trainings **P** Pre-Conference

NOVEMBER 20 • THURSDAY

7:30am – 10:00am	G	**Pre-Conference Registration**	Foyer, Level 4
8:00am – 6:00pm	G	**Exhibits Open**	Foyer, Levels 3-7
8:00am – 6:00pm	G	**WSSDA Bookstore**	Columbia Pre-Function, Level 3
8:30am – 11:30am	M	**AESD Leadership Council**	604, Level 6
9:00am – 2:00pm	P	**Pre-Conference: Board Boot Camp** *Speakers: Amy Cast, Luckisha Phillips, Sandra Zavala*	Regency A, Level 7
9:00am – 2:00pm	P	**Pre-Conference: Bridging the Gap: Building Real Connections Between Students and School Boards** *Speakers: Phil Boyte*	Quinault, Level 5
9:00am – 2:00pm	P	**Pre-Conference: Law Conference** *Moderators: Christine Geary* *Speakers: Carlos Chavez, Nate Schmutz, Alexander Fern, Esq., Garret Williams*	Elwha A, Level 5
12:00pm – 6:00pm	G	**Conference Registration**	Foyer, Level 4
2:30pm – 4:00pm	B	**1001: Addressing Equity in HiCap Programs - Integrating Legislative Changes in the WAC** *Speakers: Jody Hess, Marnie Maraldo, Dr. Austina De Bonte*	301, Level 3
2:30pm – 4:00pm	B	**1002: Disconnect to Reconnect: Shaping School Culture Through Cell Phone Policy** *Speakers: Kristi Dominguez, Ed.D, Kevin Erickson, DVM, Nancy Button, Harleen Malli, Antonio Machado, Ravinder Dhillon*	502, Level 5
2:30pm – 4:00pm	B	**1003: Leading AI Integration for Student Success** *Speakers: Camille Jones, Nik Bergman, Shawn Fuller, Shannon Durfee, Chad Lower*	Elwha A, Level 5
2:30pm – 4:00pm	B	**1004: Leading During Turbulent Times, Part 1: Center and Strengthen** *Speakers: Amy Cast, Sandy Hayes*	302, Level 3
2:30pm – 4:00pm	B	**1005: No One Should Feel Invisible: Building School Culture Through Everyday Moments** *Speakers: Phil Boyte*	702, Level 7
2:30pm – 4:00pm	B	**1006: Public Records Essentials for Board Members** *Speakers: Alexander Fern, Esq.*	701, Level 7
2:30pm – 4:00pm	B	**1007: Strategic Advocacy & the 2026 Legislative Session** *Speakers: Logan Noel-Endres*	401, Level 4
2:30pm – 4:00pm	B	**1008: The Bethel Blueprint: Embedding Student Voice from Classroom to Boardroom** *Speakers: Marcus Young, Dr. Will Waverly*	501, Level 5
2:30pm – 4:00pm	B	**1009: When Technology Meets Safety – Utilizing AI Technology to Enhance School Security (Sponsored Session)** *Speakers: Adam Camacho*	Willapa, Level 5
2:30pm – 4:00pm	B	**1010: WIAA as an Educational Partner and Hot Topics Impacting Schools Today** *Speakers: Chad Christopherson, Lori Oviatt, Mick Hoffman*	402, Level 4

2:30pm – 4:00pm	B	**Open Government Training** *Speakers: Morgan Damerow*	Regency A, Level 7
2:30pm – 5:00pm	O	**Onboard: Discovering Educational Disparities (2:30 - 5:00 PM)** *Speakers: Vanessa Edwards, Mary Fertakis*	601, Level 6
2:30pm – 5:00pm	O	**Onboard: Vision Aligned Budgeting (2:30 - 5:00 PM)** *Speakers: Maya Vengadasalam, Cassandra Sage*	602, Level 6
4:20pm – 5:20pm	B	**2001: Ask Your Board the Tough Questions: Focusing on What Matters** *Speakers: Rick Maloney, Ed.D*	Elwha B, Level 5
4:20pm – 5:20pm	B	**2002: Behind the Rollout: SchooLinks Wins, Warnings & Wisdom (Sponsored Session)** *Speakers: Alicia Buxton, Endésha Pierson, Kelsey Parke*	Willapa, Level 5
4:20pm – 5:20pm	B	**2003: Choice Matters: How Electives Shape Academic and Personal Success** *Speakers: Rachel Lake*	501, Level 5
4:20pm – 5:20pm	B	**2004: From 54% to 62%: How Cheney Built Bond Support Through Community Engagement** *Speakers: Ben Ferney, Ed.D., Jamie Reed*	Regency A, Level 7
4:20pm – 5:20pm	B	**2005: Leading as Board Chair** *Speakers: Patty Wood*	502, Level 5
4:20pm – 5:20pm	B	**2006: Leading During Turbulent Times, Part 2: Navigating Forward** *Speakers: Amy Cast, Sandy Hayes*	302, Level 3
4:20pm – 5:20pm	B	**2007: Mentorship Matters: How Boards Can Support and Sustain New Superintendents** *Speakers: Jeff Snell*	702, Level 7
4:20pm – 5:20pm	B	**2008: Trust me, I'm a reporter: Nurturing a Positive Relationship With Your Local News Media** *Speakers: Dan Hansen*	401, Level 4
4:20pm – 5:20pm	B	**2009: Understanding Impact Aid Funding for Students on Military or Native Lands** *Speakers: Effie Dean, Ph D, Ed D, Michelle Kuss-Cybula, Ed.D, Dr Lolita Ceja, Greg Hart, Ally Talcott*	301, Level 3
4:20pm – 5:20pm	B	**2010: Uniting A Community Around a Strategic Plan** *Speakers: Wesley Eader, Katie Perkins, Wesley Benjamin, Ed.D, Stephanie Harbell, Jeremy Kushner, Dustin Moon*	Elwha A, Level 5
4:20pm – 5:20pm	M	**Equity & Access Caucus Meeting** *Speakers: Nikki Otero Lockwood*	701, Level 7
5:30pm – 6:00pm	G	**Pre-Dinner Social**	Columbia Pre-Function, Level 3
6:00pm – 7:30pm	G	**Student Representatives Dinner**	Quinault, Level 5
6:00pm – 7:30pm	N	**President's Dinner**	Columbia Ballroom, Level 3

B Breakout Session G General Information N General Session M Meetings/Committees

O OnBoard Trainings

NOVEMBER 21 • FRIDAY

7:30am – 9:00am	M	**WASA Superintendents Component Meeting**	Quinault, Level 5
7:30am – 4:00pm	G	**Washington School Boards' Education Foundation Silent Auction**	Mezzanine, Level 4
7:30am – 4:30pm	G	**Conference Registration**	Foyer, Level 4
8:00am – 9:00am	G	**Director Area 1 Breakfast Meeting**	Regency A, Level 7
8:00am – 9:00am	G	**Director Area 2 Breakfast Meeting**	Elwha A, Level 5
8:00am – 9:00am	G	**Director Area 3 Breakfast Meeting**	402, Level 4
8:00am – 9:00am	G	**Director Area 4 Breakfast Meeting**	302, Level 3
8:00am – 9:00am	G	**Director Area 5 Breakfast Meeting**	Elwha B, Level 5
8:00am – 9:00am	G	**Director Area 6 Breakfast Meeting**	502, Level 5
8:00am – 9:00am	G	**Director Area 7 Breakfast Meeting**	702, Level 7
8:00am – 9:00am	G	**Director Area 8 Breakfast Meeting**	Willapa, Level 5
8:00am – 9:00am	G	**Director Area 9 Breakfast Meeting**	401, Level 4
8:00am – 9:01am	G	**Director Area 10 Breakfast Meeting**	301, Level 3
8:00am – 9:01am	G	**Director Area 11 Breakfast Meeting**	701, Level 7
8:00am – 9:01am	G	**Non-Director Breakfast**	305, Level 3
8:00am – 4:30pm	G	**Exhibits Open**	Foyer, Levels 3-7
8:00am – 4:30pm	G	**WSSDA Bookstore**	Columbia Pre-Function, Level 3
8:30am – 11:00am	G	**Professional Headshot Lounge: Free Portraits**	Mezzanine, Level 6
9:30am – 12:00pm	N	**Opening General Session with Keynote Dr. Mary Hemphill**	Columbia Ballroom, Level 3
11:30am – 5:30pm	G	**Professional Headshot Lounge: Free Portraits**	Mezzanine, Level 6
12:00pm – 12:30pm	G	**Book Signing with Dr. Mary Hemphill**	Columbia Pre-Function, Level 3
12:00pm – 1:00pm	G	**Lunch**	Regency Ballroom, Level 7
12:00pm – 1:00pm	M	**School Directors of Color Caucus Meeting**	305, Level 3
12:00pm – 1:00pm	M	**Trust Lands Advisory Committee Meeting**	405, Level 4
1:15pm – 2:30pm	B	**3001: AI Utilization for School Boards: Practical Training for Effective Leadership** *Speakers: Kim Fry*	401, Level 4
1:15pm – 2:30pm	B	**3002: Crucial Conversations for Board and Superintendent Leadership** *Moderators: Tricia Lubach* *Speakers: Nik Bergman, Tabatha Mires, Greg Neff, Chad Lower, Ron Banner, Alyssa Pearson*	Elwha A, Level 5
1:15pm – 2:30pm	B	**3003: Energize & Organize: Purposeful Board Meetings Aligned With Your District's Strategic Plan** *Speakers: Laurie Dent, Erin Markquart*	402, Level 4

1:15pm – 2:30pm	B	**3004: Engage IRL: Reclaiming Student Engagement Through Policy, Practice, and Partnerships** *Speakers: Nikki Otero Lockwood, Heather Bybee, Ed.D*	Willapa, Level 5
1:15pm – 2:30pm	B	**3005: Entering the Circle: Beginning Tribal Collaboration** *Speakers: Gretchen Maliska, Jerad Koepp, Wukchumni, Alison McCartan*	605, Level 6
1:15pm – 2:30pm	B	**3006: Funding the Future: Understanding Bonds and Levies to Communicate with Clarity, Confidence, and Compliance (Sponsored Session)** *Speakers: Cory Plager, Monique Dugaw, APR, APIO*	502, Level 5
1:15pm – 2:30pm	B	**3007: Future-Proof Leadership in Action: Designing Schools for Purpose, Innovation, and Skills-Based Success** *Speakers: Dr. Mary Hemphill*	Quinault, Level 5
1:15pm – 2:30pm	B	**3008: Humanizing our Language: Promoting Positive Interactions through District Action** *Speakers: Janell Ephraim, Sandra Zavala, Andre Hargunani, Jayde Fair*	501, Level 5
1:15pm – 2:30pm	B	**3009: Leading a Superintendent Transition with Intention** *Speakers: Brook Willeford, Andrea Downs, Joe Greenheron, Callahan Dobmeier, Rebecca Clifford, Ed.D, Jo Moccia, Ed.D*	701, Level 7
1:15pm – 2:30pm	B	**3010: Beyond the Capitol: Advocacy in Action All Year Long** *Speakers: Logan Noel-Endres*	302, Level 3
1:15pm – 2:30pm	B	**3011: Repped Up & Ready to Lead: How to Utilize Student Voice** *Speakers: Darcy Huffman, Vy Ly, Jessica Tourtellotte Palumbo, Emma McDonald, Malachi Cardona, Juniper Hummel-Church*	301, Level 3
1:15pm – 2:30pm	B	**3012: School District Financial Health - Perspectives from OSPI** *Speakers: T.J. Kelly, Shawn Lewis*	Elwha B, Level 5
1:15pm – 2:30pm	B	**3013: Using Parliamentary Procedures to Run Effective Board Meetings** *Speakers: Patty Wood*	702, Level 7
1:15pm – 3:45pm	O	**Onboard: Deciphering District Budgets (1:15 - 3:45 PM)** *Speakers: Maya Vengadasalam, Cassandra Sage*	602, Level 6
1:15pm – 3:45pm	O	**Onboard: Identity Discrimination (1:15 - 3:45 PM)** *Speakers: Luckisha Phillips, Vanessa Edwards*	601, Level 6
2:30pm – 2:45pm	G	**Book Signing with Erin Jones**	Columbia Pre-Function, Level 3
2:30pm – 2:45pm	G	**Coffee Break | Visit Exhibits | Networking**	Mezzanine, Levels 4 & 6
2:45pm – 3:45pm	B	**4001: Courageous Leadership: Standing in the Tension Between Conflicting Pressures** *Speakers: Christine Geary*	302, Level 3
2:45pm – 3:45pm	B	**4002: Building Networks, Sharing Solutions: Executive Assistant Support for School Boards** *Speakers: Michelle Choate, Heather Curl, Barb Fiscus*	401, Level 4
2:45pm – 3:45pm	B	**4003: Elevating Inclusion: How Special Education Family Engagement Builds Trust and Drives Outcomes** *Speakers: Natalie Wimberley, Lori Glover, Jennifer Butler, David Olson, Krestin Bahr, Riley DuCharme, Chuck West*	301, Level 3
2:45pm – 3:45pm	B	**4004: Insight Over Intuition: Lessons from Two Decades of Board Research** *Speakers: Ivan Lorentzen, Ed.D., William P. McCaw, Ed.D.*	402, Level 4
2:45pm – 3:45pm	B	**4005: Leading for Equity from the Boardroom to the Classroom** *Speakers: Denise Vogel, Scott Harrison, Ed.D, Matt Scheer*	701, Level 7

2:45pm – 3:45pm	B	**4006: Leverage Board Dialogue on School Improvement Plans to Accelerate Student Achievement** *Speakers: Harlan Gallinger, MD, Heather Tow-Yick, Rich Mellish*	Elwha A, Level 5
2:45pm – 3:45pm	B	**4007: School Safety is Community Safety** *Speakers: Alan Spicciati, Ed.D., Laura Theimer, Dee Nelons*	Elwha B, Level 5
2:45pm – 3:45pm	B	**4008: Small District Turnaround** *Speakers: Jen Phllips, Aaron Kombol*	702, Level 7
2:45pm – 3:45pm	B	**4009: Supporting Every Leader, Supporting Every Learner: A Unified Approach to Student Well-Being** *Speakers: Amii Thompson, Annalisa Sanchez*	Quinault, Level 5
2:45pm – 3:45pm	B	**4010: The Future is Calling: Exploring Career Paths with Augmented and Virtual Reality (Sponsored Session)** *Speakers: Jonathan Smith*	Willapa, Level 5
2:45pm – 3:45pm	B	**4012: Until All Can Read: Embracing the Science of Reading** *Speakers: Dr. Jen Rose, Lisa Guthrie, Jon Holmen*	502, Level 5
2:45pm – 3:45pm	B	**4013: Vineyards and Forests Growing Money for Schools** *Speakers: Russ Pfeiffer-Hoyt, Sarah Ogden*	605, Level 6
3:45pm – 4:00pm	G	**Coffee Break | Visit Exhibits | Networking**	Mezzanine, Levels 4 & 6
4:00pm – 5:00pm	B	**5001: Centering Students in Superintendent Evaluation** *Speakers: Amy Cast, Sandy Hayes*	401, Level 4
4:00pm – 5:00pm	B	**5002: Co-Creating the Future: How Student Advisories Can Shape AI in Schools** *Speakers: Chris Collins, Lori Oviatt, Lydia Swenson*	301, Level 3
4:00pm – 5:00pm	B	**5003: Do You Fully Understand the Facilities You Have? Leveraging Reality Capture and AI to Future-Proof Space Planning and Operational Efficiency (Sponsored Session)** *Speakers: Jeff Jurgensen, Steven Hayhurst, Wade Smith*	Willapa, Level 5
4:00pm – 5:00pm	B	**5004: Federal and State Regulations on School Directors' Public Statements** *Speakers: Faith Li Pettis, Tobias Tobler*	Quinault, Level 5
4:00pm – 5:00pm	B	**5005: From Hearing to Helping: Turning Community Voices into Action** *Speakers: Deborah Heart, Betty Richards, Ellen Perconti*	402, Level 4
4:00pm – 5:00pm	B	**5006: More Than a Vote: How Communication, Community, and Collaboration Helped Pass a School Bond** *Speakers: Regan Nickels, Eric Pickens, Monique Dugaw, APR, APIO, Megan Lyke*	Elwha B, Level 5
4:00pm – 5:00pm	B	**5007: The Crucial Role of School Board Members in Financial Oversight** *Speakers: Lisa Matthews, Trisha Schock, Kassidy Probert, Jessica Vavrus, Jennifer Priddy*	502, Level 5
4:00pm – 5:00pm	B	**5008: Unreasonable Hospitality: Leading Through the Experiences You Create** *Speakers: Shaun Carey, Ed.D, Julianne DeShayes*	501, Level 5
4:00pm – 5:00pm	B	**5009: Using Postsecondary Outcomes Data for District Improvement** *Speakers: Sara Betnel, Dan Gallagher, Ed.D*	702, Level 7
4:00pm – 5:00pm	B	**5010: Walking Together for Student Success: Tribal Consultation as a Social Justice Tool** *Speakers: Maxine Alex*	701, Level 7
4:00pm – 5:00pm	M	**Large Schools Caucus Meeting**	605, Level 6
4:30pm – 5:15pm	G	**Silent Auction Pick-Up**	Mezzanine, Level 4

B Breakout Session G General Information N General Session M Meetings/Committees

S Small Schools Forum

NOVEMBER 22 • SATURDAY

7:30am – 8:45am	M	**WASA's 1st, 2nd, and 3rd Year Superintendent Strategy and Support**	708, Level 7
7:45am – 8:45am	M	**Federal Relations Network Meeting**	305, Level 3
8:00am – 8:45am	G	**Breakfast**	Regency Ballroom, Level 7
8:00am – 10:45am	G	**Conference Registration**	Foyer, Level 4
8:00am – 12:30pm	G	**WSSDA Bookstore**	Columbia Pre-Function, Level 3
9:00am – 10:30am	N	**General Session II with Keynote Cathi Davis**	Columbia Ballroom, Level 3
10:45am – 12:00pm	B	**6001: 2025 and 2026 Elections: What School Leaders Need to Know** *Speakers: Nora Palattao Burnes, Cindy McMullen, Devin NcCabe Gombosky*	Elwha A, Level 5
10:45am – 12:00pm	B	**6002: Building a Better School Construction Assistance Program - Where Might We Be Headed?** *Speakers: Wade Smith, Randy Newman, David McBride*	605, Level 6
10:45am – 12:00pm	B	**6003: Centering Student Voice: A Regional Model for Empowering Student Board Representatives** *Speakers: Greg Barker, Kristi Dominguez, Ed.D, Harleen Malli, Michelle Kuss-Cybula, Ed.D, Allena Locklear, Ismael Vivanco*	501, Level 5
10:45am – 12:00pm	B	**6004: Creating Schools that Belong to ALL OF US: Implementing Inclusionary Practices to Support All Students** *Speakers: Cathi Davis*	502, Level 5
10:45am – 12:00pm	B	**6005: CTE & Arts Education: The Future of Washington's Creative Sector** *Speakers: Miranda Leigh Hein, M.Ed, Shannon Roach Halberstadt, Darlene Marie M. Edouard, Ph.D*	Elwha B, Level 5
10:45am – 12:00pm	B	**6006: From Boardroom to Beyond: Supporting Postsecondary Readiness** *Speakers: Jeanne Willard, Julie Garver, Ph.D., Melissa Beard, Ph.D., Wade Arave*	Willapa, Level 5
10:45am – 12:00pm	B	**6007: Purpose of School Boards** *Speakers: Khush Brar*	702, Level 7
10:45am – 12:00pm	B	**6008: The Central Role of the School Board in Successful Strategic Planning** *Speakers: Mary Fertakis*	Quinault, Level 5
10:45am – 12:30pm	S	**Small Schools Forum Luncheon** *Speakers: Tricia Lubach, Jim Kowalkowski, Ronda Litzenberger, Tim Garchow*	Regency A, Level 7
10:45am – 1:45pm	B	**Strengthening Tribal Consultation: A New Training Requirement for School Leaders (10:45 AM - 1:45 PM)*** *Speakers: Maxine Alex*	505, Level 5
12:00pm – 12:30pm	G	**Grab and Go Lunch**	Regency B, Level 7