Griffin School District #324

Griffin School Board Meeting

Date and Time

Tuesday November 18, 2025 at 6:00 PM PST

Location

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

Board Meeting Zoom Link

Agenda

		Purpose	Presenter
I.	**Opening Items**		
	A. Record Attendance		
	B. Call the Meeting to Order Pledge of Allegiance Approval of Meeting Agenda Land Acknowledgement	Vote	
	C. Board Recognition of Students & Staff Performance by Griffin Band students		

		Purpose	Presenter
	Staff Recognition - Jennifer Palmer - Calla Zambas		
II.	**Public Comment**		
A.	Comments from the Public Griffin School Board Meeting Public Comment Sign Up (Google Form)	FYI	
III.	**CONSENT AGENDA**		
A.	Approval of Board Meeting Minutes - October 22, 2025	Approve Minutes	
B.	Approval of Study Session Minutes - November 5, 2025	Approve Minutes	
C.	Approval of Warrants & Payroll	FYI	
D.	Approval of the Enrollment Report	FYI	
E.	Approval of the Personnel Report	FYI	
F.	Approval of All Consent Agenda Items	Vote	
IV.	**NEW BUSINESS**		
A.	Griffin School ASB - Update & Board Approval Student Voice: An ASB Update Updated Griffin ASB Constitution: School Board Approval	Vote	
V.	**OLD BUSINESS**		
VI.	**POLICY - NEW**		
A.	3425 Accommodating Students with Adrenal Insufficiency	Vote	

		Purpose	Presenter
VII.	**POLICY - UPDATES**		
A.	1111 Oath of Office	Vote	
B.	2020 & 2020P Course Design Selection and Adoption of Instructional Materials Procedure 2020P has been updated.	Vote	
C.	4001 Public Information Program Policy 4001 has been updated, and replaces policy 4000.	Vote	
D.	5000 Recruitment and Selection of Staff	Vote	
E.	6020 Systems of Funds and Accounts Policy 6020 has been updated and the Cash Receipting Procedure has been added to 6020P.	Vote	
VIII.	**POLICY - REVIEW**		
IX.	**POLICY - REMOVAL**		
A.	4000 Public Information Program Policy number 4000 has been removed from WSSDA. Policy 4001 replaces 4000.	Vote	
X.	**DISTRICT REPORTS**		
A.	Finance Director's Report	FYI	Finance Director Kim Ferra
B.	Superintendent's Report		
XI.	**Closing Items**		
A.	For the Good of the Order		
B.	Executive Session	Discuss	
C.	Adjourn Meeting	Vote	

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

Coversheet

Call the Meeting to Order

Section: I. Opening Items
Item: B. Call the Meeting to Order
Purpose: Vote
Submitted by:
Related Material: Land Acknowledgement.pdf

Land Acknowledgement

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

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

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

Coversheet

Approval of Board Meeting Minutes - October 22, 2025

Section:	III. CONSENT AGENDA
Item:	A. Approval of Board Meeting Minutes - October 22, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Griffin School Board Meeting on October 22, 2025

APPROVED

Griffin School District #324

Minutes

Griffin School Board Meeting

Date and Time
Wednesday October 22, 2025 at 6:00 PM

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

Board Meeting Zoom Link

Directors Present
Blair Baker, Julie Osterberg, Tesa Frevert, Trish Hefton

Directors Absent
Emma Rose

Guests Present
Allison Adair, Angela Bowman (remote), Ashley Robertson, Heather Zuchowski, Jagger Sapp, Jennie Anderson, Joanna Carns, Karen Lett, Kim Ferra, Kirsten Rue, Megan Pennington, Sherrie Hickam (remote), Tammy Questi, Teri Weaver

I. Opening Items

A. Record Attendance

B.

Call the Meeting to Order

Julie Osterberg called a meeting of the board of directors of Griffin School District #324 to order on Wednesday Oct 22, 2025 at 6:03 PM.
Blair Baker made a motion to Approve Agenda.
Tesa Frevert seconded the motion.
The board **VOTED** to approve the motion.
Director Frevert read the Land Acknowledgement

C. Board Recognition of Students, Staff or Community Members

Superintendent Rue presented certificates to individuals representing two organizations:

-Griffin PTO: Recognized for the upcoming Fall Festival this weekend, and many other fundraisers and event throughout the school year.
-Griffin School Foundation: Acknowledged for recently holding their biennial Auction, which successfully raised over **$200,000**.

Superintendent Rue thanked the members for the many volunteer hours they dedicate to Griffin through various projects and fundraisers.

II. Public Comment

A. Comments from the Public

There were no registered speakers.

III. CONSENT AGENDA

A. Approval of All Consent Agenda Items

Trish Hefton made a motion to Approve All Consent Agenda Items.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Board Meeting Minutes - September 24, 2025

Trish Hefton made a motion to approve the minutes from Griffin School Board Meeting on 09-24-25.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Study Session Minutes - October 8, 2025

Director Osterberg requested an edit to the Study Session Minutes from October 8, 2025:
2025-26 School Improvement Plan Presentation
"Principal Keiser reported that Griffin was notified that it was a 'school in improvement' in the Spring of ***2024***."

Trish Hefton made a motion to approve the minutes from Griffin School Board Study Session on 10-08-25.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Warrants & Payroll

E. Approval of the Enrollment Report

F. Approval of the Personnel Report

IV. NEW BUSINESS

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

Trish Hefton made a motion to Approve Resolution 25-26-01.
Blair Baker seconded the motion.
Superintendent Rue asked **Finance Director Ferra** to explain the Resolution.

Ms. Ferra stated that this was a notification from the County Treasurer's office about uncollected property taxes, giving the district the option to increase capacity for levy collection. She noted that it would appear on voter property tax statements as an additional tax assessment. Ms. Ferra recommended against pursuing the **$800** listed, stating it was more fair and equitable to collect only the levies due going forward rather than assess property owners for that small amount. Superintendent Rue expressed her support for this recommendation.
The board **VOTED** to approve the motion.

B. Student Discipline Systems

Assistant Principal Erin Hagen presented a Student Discipline, 2025-2026 Snapshot.

She reported that she had attended a three-hour Steven's Clay Training on emergency student discipline and had subsequently presented this information to staff. She reviewed the emergency rules issued by OSPI, which are now fully in effect, noting that they help streamline the process compared to the "old rules."

Discipline actions are defined as either:
- Non-Disciplinary Corrective Action
- Disciplinary Corrective Action

Assistant Principal Hagen presented the Student Discipline Flow-chart, which she created with Principal Keiser and Superintendent Rue. She reported that Griffin Staff were trained to utilize the flow-chart, and must show they have attempted listed strategies before moving to the next step. If a teacher utilizes all tools, they may call for backup via "Cub

Patrol" (Elementary) or "Grizzly Patrol" (Middle School). The responders include Administration, a Counselor, or trained staff member Bonnie Duncan. Assistant Principal Hagen stressed that if all tools have been utilized, only the teacher may issue a classroom removal, and they must demonstrate that the behavior poses a danger to the student or others, or is causing a significant disruption to learning.

Superintendent Rue clarified that a long-term suspension can be a combination of short-term suspensions. Assistant Principal Hagen noted that a student in K-4 cannot be long-term suspended for more than 10 days, unless a firearm is involved. The ultimate goal, Superintendent Rue noted, is to keep students learning at school.

Assistant Principal Hagen then overviewed Discipline Systems & Procedure examples, noting the flow-chart is organized by Teacher Managed behavior and Office Managed behavior.

Director Frevert asked if the term "Hate Violence" included "Hate Speech." Assistant Principal Hagen confirmed that it did, and explained that it could also fall under the category of Discriminatory Harassment.

Director Hefton asked if, at the point a teacher calls for Cub or Grizzly Patrol, the situation could be returned to the teacher. Assistant Principal Hagen confirmed that it could, especially regarding classroom exclusion, as the teacher must show they attempted and listed all interventions.

Assistant Principal Hagen explained the call response plan utilizes color codes:

-Red: Rush to respond (may be a safety risk)
-Orange: Teacher needs help when someone is available
-Yellow: Teacher needs support when someone is available (may be a restorative conversation)

Principal Keiser reported that the front office is tracking the Cub and Grizzly Patrol calls, with the busiest times generally between 11 a.m. and 1 p.m.

Assistant Principal Hagen mentioned upcoming training for Student Advocates in the Restorative Center, who can help facilitate Restorative Conversations when appropriate.

She then reviewed the Required Steps/Procedures for Exclusion:
-A formal initial hearing must take place before imposing a suspension.
-Individual circumstances and the nature of the behavioral violation must be considered to determine the level and length of exclusion warranted.
-After deciding on the discipline, an attempt to notify the student's parents must be made as soon as reasonably possible, but before the written notice is sent.

-The Principal must send the written notice within one school business day of the informal initial hearing.

Following a suspension, an informal conference is held within three school business days if a request is received, following specific guidelines. An Appeal may be processed via a written or oral appeal to the Superintendent, allowing for School Board Review, following specific guidelines.
Assistant Principal Hagen commented that she refers to a useful handbook from Stevens Clay daily to ensure proper guidelines are followed, and that Griffin utilizes specific forms created by Stevens Clay for consistency.

Director Hefton inquired if the exclusion of firearms included weapons that might not be real firearms. Assistant Principal Hagen stated that an airsoft gun or a fake gun does not qualify as a firearm. Superintendent Rue further explained the legal differences in the definition of a "gun" versus a "firearm," noting that a firearm mandates a one-year expulsion.

Assistant Principal Hagen concluded by stating the District consistently utilizes the flowcharts, checklists, and forms, and remains in compliance with District Policy 3241 and Procedure 3241P.

Director Osterberg asked why the presentation was titled "Emergency." Superintendent Rue explained that OSPI received substantial feedback regarding Policy 3241, recognized the need for revisions, and consequently initiated the emergency rules.

V. OLD BUSINESS

A. Approval of Consolidated School Improvement Plan 2025-2026

Trish Hefton made a motion to Approval of Consolidated School Improement Plan 2025-2026.
Tesa Frevert seconded the motion.
The board **VOTED** to approve the motion.

VI. POLICY - NEW

A. 6217 Electronic Funds Transfer (EFT)

Tesa Frevert made a motion to Policy 6217 Electronic Funds Transfer.
Trish Hefton seconded the motion.
The board **VOTED** to approve the motion.

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

Tesa Frevert made a motion to Approve Policy 6550.
Blair Baker seconded the motion.
Superintendent Rue stated the proposal was made by Finance Director Kim Ferra.

Ms. Ferra explained that this is a reporting mechanism (not a spending procedure) for contracted SBITAs. She noted that after researching small districts, the proposed increase from $30,000 to $50,000 was based on Griffin's larger enrollment compared to the smaller districts evaluated. She stated the increase provides a buffer against rising costs and saves the district from addressing the threshold every year.

Director Frevert motioned to approve this policy with the edit:
$50,000.

Director Baker seconded.
The board **VOTED** to approve the motion.

VII. POLICY - UPDATES

A. 3241 Student Discipline

Trish Hefton made a motion to Policy 3241.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

VIII. POLICY - REMOVAL

A. 6119 Uncollected Non-Tax Revenue

Tesa Frevert made a motion to Remove Policy 6119.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

IX. DISTRICT REPORTS

A. Finance Director's Report

Finance Director Ferra reported that she was in the process of "closing the books" for the past fiscal year, with the final report due next week to OSPI and the ESD.

She explained that the encumbrance column of the General Fund Budget Status does not include Payroll costs, and projected expenditures are therefore based only on budgeted amounts *excluding* Payroll. She stated she will monitor this column closely to get a more accurate picture of the General Fund Budget and determine if a budget extension is needed at year-end. She noted that an extension was processed last year but ultimately was not utilized.

Ms. Ferra noted that the September report did not show a beginning fund balance due to the year-end closing process.

She reported that while legislation is increasing Special Education funding, it is decreasing safety-net funding, leaving the district unclear on the final amount it will receive. Ms. Ferra will provide a debrief report once the books are closed.

B. Superintendent's Report

Superintendent Rue gave various updates:

-Board OnTrack: The updated version of the Board Meeting documentation. She asked the Board Directors to log in and RSVP through the portal.

-Grizzly Compass Crew: She recently held the first meeting for this group, which includes two 4th–8th graders from each class and advisory. After an ice-breaker, a brainstorming and feedback process was conducted. The results included:
-More Spirit Weeks.
-More food options (The Grizzly Grill and ASB will work together).
-More hands-on activities (which connects to Commitment #1 in the Strategic Plan).
-More outside seating (ASB is planning fundraising for this).

-She may be out on Jury Duty next week.

-The Fall Festival is this Saturday.

-Griffin is hosting the Town Hall Meeting for the TCSO next Wednesday at 6 p.m. in the Cafeteria.

-She recently met with the Personnel Committee and plans to meet with the Policy and Budget Committees within the next two months.

X. Closing Items

A. For the Good of the Order

Director Frevert announced that the **Monster Mash dance** for Middle School is this Friday from 6–8 p.m.

Director Blair expressed happiness that the **Community Recognition** piece is now part of the regular meetings.

Superintendent Rue stated that each Director should have received an email regarding sessions of highest interest for the upcoming **WSSDA conference**. She personally plans to attend fiscal-related sessions. Director Frevert asked if Directors should plan based on

their committee service for the coming year. Director Osterberg suggested this be discussed at the next Study Session.

The Board Directors will attend the Annual **WSSDA Conference November 20-22, 2025**. This will be posted and recorded as a School Board Meeting.

B. Executive Session

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:06 PM.

Respectfully Submitted,
Julie Osterberg

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

Coversheet

Approval of Study Session Minutes - November 5, 2025

Section:	III. CONSENT AGENDA
Item:	B. Approval of Study Session Minutes - November 5, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Griffin School Board Study Session on November 5, 2025

APPROVED

Griffin School District #324

Minutes

Griffin School Board Study Session

Date and Time
Wednesday November 5, 2025 at 6:00 PM

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

Zoom Link

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

Directors Absent
None

Directors who arrived after the meeting opened
Trish Hefton

Guests Present
Allison Adair, Kirsten Rue, Rebekah Keiser

I. Opening Items

A. Record Attendance

Trish Hefton arrived at 6:06 PM.

B. Call the Meeting to Order

Julie Osterberg called a meeting of the board of directors of Griffin School District #324 to order on Wednesday Nov 5, 2025 at 6:01 PM.

C. Pledge of Allegiance & Land Acknowledgement

D. Approval of Agenda

Blair Baker made a motion to Approve the Agenda.
Tesa Frevert seconded the motion.
The board **VOTED** to approve the motion.

II. Board Member Committee Updates

A. Personnel

Director Rose had a good meeting with Superintendent Rue and thanked her for the meeting.

B. Policy

No updates.

C. Budget

Directors Baker and Frevert plan to meet with the Finance Department the Tuesday prior to the regular board meeting to "spot-audit" warrants each month.

D. Facilities

No updates.

E. Legislative

Director **Rose stated** WSSDA **had not updated** the policy priorities yet. She **said** she **would like** to have a meeting with Superintendent **Rue** in December to go over the list of policies when WSSDA **released** them.

F. Committee Interests for Next Year

Director **Osterberg stated** that it **was** time to think about what committee each Director **would like** to be on this next year.

Each Director **was given** a sheet in their folder to provide feedback for the Board Chair. Superintendent **Rue explained** they **could decide** upon the committees at the December Study Session.

Director **Frevert asked** if they **should explore** committees that they **had not been** on yet.

Director **Hefton stated** it **could go** either way. If you **had** momentum on a current committee you **could stay** or if you **would like** to shift to a new committee that **was** okay too.

Superintendent **Rue explained** they **might get** some more information at the upcoming WSSDA conference.

Director **Rose stated** she **would like** to know more about the Policy committee. Superintendent **Rue explained** that the district **needed** about 3 weeks ahead of approval for policy review, and she **needed** to evaluate the appropriate timeline for the Policy committee.

Director **Hefton stated** that in the past, the Griffin School Board **had historically not had** a Policy committee. She **noted** it **was** a time commitment to review policies.

Superintendent **Rue explained** that WSSDA **sends** out news and updates throughout the year. **Provided** the policy manual **was** up to date, these updates **could be made** throughout the year. Griffin **needed** to continue to update their current policy manual. She **suggested** the policy committee review the 6000 series and identify what **needed** to be updated.

Director **Baker asked** what the full scope of the Personnel committee **was**. Director **Rose explained** this **revolved** around hiring. Director **Frevert stated** she and Director **Rose put** systems in place that **could be replicated**. Superintendent **Rue stated** that WSSDA just **updated** the Superintendent Evaluation. Director **Frevert** and Director **Rose said** they have learned a lot being on this committee.

Director **Osterberg commented** that it **would be** nice to have a returning member on each committee, but **acknowledged** that **might not be** possible. Director **Rose stated** that they **needed** to keep in mind working with different people on committees as well. Director **Osterberg noted** it **was** important to review the timeline of each committee and to take into account the timing of commitments throughout the year.

III. New Business

A. Special Education Foundation

Principal Keiser presented the Special Education Foundations that was also presented to the Griffin Staff.

Additional handouts were given:

Overview of Procedural Safeguards
Usability, Accessibility, and Accommodations Guidelines

Griffin **is** a part of the Special Education Co-op through the ESD 113. The district **has** a direct contact that **comes** to Griffin once a week. The Co-op **provides** a School Psychologist, Occupational Therapist, Physical Therapist, Speech Language Pathologist, Audiologist, Vision Specialist, BCBA Support and an RBT.

Principal **Keiser explained** the best environment for a student **is referred** to as the LRE (Least Restrictive Environment). Superintendent **Rue stated** the law **requires** the least amount of intervention as possible. Griffin **cannot take** a student that **has** challenges and **remove** them fully from core education.

Principal **Keiser explained** the transition from 5th to 6th grade **has** challenges, and the SpEd teacher Mr. St. Louis **helps** with this transition and **provides** direct instruction if needed. She **is** a part of the IEP (Individual Education Program) meetings and **helps** identify processes for looking ahead to the transitional years.

There **are** two paths to go down for identifying a Special Education Timeline. A parent **can ask** for a referral or a teacher **can ask** for a referral. The evaluation process then **begins** to determine if an IEP **is needed**. There **are** also eligibility guidelines that **are followed**. If an IEP **needs** to be put in place for a student there **are** guidelines and protocols that the team **follows**. Principal **Keiser is** at all of these IEP meetings and **is** the note taker as the case manager **leads** the team meeting, and the school psychologist **provides** evaluations as well. There **are** IEP considerations that **entail** data collection and progress monitoring. There **are** procedural safeguards **given** to families at each meeting. Principal **Keiser also presented** an example of a service matrix.

Next she **explained** the difference between accommodations and modifications. Accommodations **maintain** the same learning content and standards, but **HOW** the student **learns** or **is tested is modified**. Modifications **change**, or **reduce** the learning content or standards by **WHAT** a student **is taught** or **expected** to learn.

Director **Frevert asked** what the difference **is** between a 504 plan and an IEP. **The response was:** 504 Plans **provide** Accommodations to ensure a student with a disability **has** equal access to the learning environment and curriculum as their non-disabled peers. A student **may not qualify** for special education IEP, but **needs** accommodations. It **is reviewed** every year. It **does not have** specially designed instruction. The process of getting a 504 plan **is not** as in-depth as the IEP process, and there **is** a matrix that **is followed**.

Director **Rose asked** about the transition with moving on to high school. Principal **Keiser explained** there **are** meetings that **happen** with OSD. But if a student **transfers** mid-year, the IEP **goes** with them.

IV. New Policy

A. Policy 3425 Accommodating Students with Adrenal Insufficiency

Superintendent **Rue stated** this **was** a new policy **deemed** critical by WSSDA. Adrenal insufficiency **is** a rare condition, but the district **needs** to have a policy in place to provide an individual health plan that **is designed** to the specific student.

Director **Rose was curious** how this policy **came** to be. Director **Frevert suspected** this **might be related** to those **needing** a feeding tube and the school **needing** to be able to accommodate that.

If needed, Superintendent **Rue explained** there would be a parent-designated adult that **has been trained**. Director **Baker asked** if this **would be** a Griffin employee, and Superintendent **Rue stated** that it **could be**. The district **is expected** to take extreme care and follow the specific health plans. She **stated** she **would look** into the WSSDA news in how this **came about**, by the next Board Meeting.

V. Policy Updates

A. 1111 Oath of Office

Superintendent **Rue stated** she **would like** to make everyone aware that the Legislature **updated** the wording of the Oath of Office. Griffin **is required** to file the oath with the Thurston County Auditor.

Director **Frevert noted** that the new policy **does not state as in the current policy**: *promote the interests of education.* Director **Rose commented** that the statement **is** vague and **wondered** what this **meant** exactly.

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

Superintendent **Rue explained** there **were** legal changes that **came** out of the latest Legislative session. It **asks** that the school board also **adopts** this procedure pertaining to the policy. She **noted** expectations around involving parent involvement, and shifts in this procedure. Citizen access to core materials and processes for submitting a complaint. It **defines** where different types of materials **are established** and who **gets** to establish each. She **asked** they **walk through** them and **identify** any questions. She **stated** she **would send** the Board the news updates from WSSDA prior to the Board Meeting.

Director **Frevert asked** about Supplemental instructional materials—she **felt** it **seemed** fairly vague on what teachers **can freely use** versus what **requires** approval. Superintendent **Rue stated** that supplemental materials **are** at the discretion of the

teachers. Director **Frevert asked** how the district **ensures** they **are using** core materials and **not** just entirely supplemental materials. She **also asked** how the focus **is kept** on core materials, and if there **is** much movement for having supplemental materials. Superintendent **Rue stated** most of the staff she **has worked** with over the years **have used** good judgment, with a few exceptions. She **said** it **was** important that they **consult** with the principal as well. Parents **have** opt-out pieces that the district **has** to honor. Teachers **are** to be up front with families about what supplemental material they **are using**.

Director **Rose asked** if they **are required** to get approval from parents. Superintendent **Rue stated** the district **has** to trust their staff to some extent to make those decisions as they **have** guidelines but also freedom to utilize current resources that **are** relevant. Director **Frevert brought up** the topic of consistency, especially in the elementary, to make sure one 4th grade class **wasn't getting** too much supplemental materials whereas the other 4th grade class **might not be having** the same material, so she **asked** how consistency **was** being maintained with students.

Superintendent **Rue explained** it **was** important to be clear on the core curriculum and what **were** the supplemental materials and outline them. Griffin **will need** to utilize these procedures and they **will be used** as Griffin **needs** to approve health curriculum in the future. The Curriculum page on the district website **has been updated** with the core curriculum.

Director **Rose noted** the "appeals process" in the procedure, **stating** it **didn't look** like it ever **made** it to the board. Superintendent **Rue noted** that Principal **Keiser will be leading** this process.
Director **Rose asked** that at the end of the Policy, the word "Excluding" **be changed** to "Excusing". This **was noted** and **will be changed** for the vote at the next board meeting.

C. Policy 4000 Public Information Program

Superintendent **Rue noted** this **was marked** as "Important" from WSSDA and to be updated. She **commented** on the updates regarding staff communication to the public, public health information, collection of disciplinary data, and a district annual report. In regards to the district annual report, she **was not sure** if OSPI **had** a plan for what that **would look** like exactly. Griffin **reports** on a regular basis.

Director **Rose stated** this **looked** like a "big lift" and more formal for a small district. She **wondered** if this **could be modified** into a reasonable format for Griffin. Superintendent **Rue stated** she **would do** research into similar sized districts to see what they **were doing**.

Director **Rose had** a concern about the "Collection of Disciplinary Data" and that it **was not** restrictive enough about the information. She **proposed** adding "Any identifiable information".

Superintendent **Rue also noted** that WSSDA no longer **had** a policy 4000, but a 4001, and the district **needed** to retire 4000 and adopt 4001.

D. Policy 5000 Recruitment and Selection of Staff

Superintendent **Rue noted** there **were not** major updates in this policy. The language **was updated** as well. Director **Frevert appreciated** the more "legal" tone to the update.

E. Policy 6020 System of Funds and Accounts

Superintendent **Rue explained** that the most recent review from the Auditor **noted** the district **needed** to include a Cash Receipting document. Finance Director **Ferra did** some research on similar districts.

Superintendent **Rue asked** if this language **would be** more appropriate in a procedure instead of the actual policy. Director **Rose agreed** that it **seemed** to fit more as a procedure. Director **Frevert noted** if it **was** a procedure it **had** the flexibility to be adjusted as needed. Director **Hefton noted** it **was** a fraud prevention piece. Superintendent **Rue confirmed** that she **would add** a line regarding a fraud prevention piece in the policy. Director **Rose proposed adding:** "maintains best practices procedures as outlined in the procedure."

VI. Policy Review

A. Policy 3416 Medication at School

It **is required** for review. Superintendent **Rue commented** that the district **was** lucky to have a full-time registered nurse. She **said** the nurse **is** thorough and diligent about making sure that students **are taken** care of with medication and the procedures **are** in place. Nurse **Chelsea Madison does** a great job and thoroughly **documents** everything.

VII. Superintendent Updates

A. Superintendent Kirsten Rue

The WSSDA Annual Conference **was coming up** and she **included** a list for review of the sessions offered as well as a digital copy that she **had shared** with the board. She **planned** to focus on budget related topics.

B. Student Representatives to the School Board: Update

This **was** on her set of goals for this year. From her perspective, she **felt** the district **needed** to increase student voice, and **was taking** steps to do that here at Griffin through

the Grizzly Compass Crew and the ASB club where students **get** to have a say in how their school **operates**. She **said** the district **was starting** to train student advocates the following week and they **would gain** leadership skills. She **stated** that in the second semester she **would work** with the board on how to identify a process to implement for the following school year.

C. School Board Learning Walks: Proposed Timeline

She **stated** she **intended** to get started on this in the second semester with two Directors at a time attending classrooms. She **said** she **would begin** setting dates and **had** ideas on how this **would look**.

Superintendent **Rue spent** the past few days serving as a juror on a criminal case. She **wanted** to thank the Leadership team while she **was away**. She **expressed** gratitude that everything **went** smoothly while she **was** out of the office.

VIII. Closing Items

A. For the Good of the Order

Director Osterberg wanted to discuss the travel to WSSDA on 11/20/2025,

Reminder that the next board meeting is on a Tuesday. 11/18/2025.

We are working with OSD to have a joint study session in January here at Griffin.

Director Frevert noted we need to have a joint meeting with the Squaxin Tribe.

Director Baker reached out to Steamboat Customs regarding board sweatshirts for the conference. She will proceed with ordering. These will be paid for personally by the board directors.

Director Frevert noted there was a great band concert last week.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:06 PM.

Respectfully Submitted,
Julie Osterberg

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

Coversheet

Approval of Warrants & Payroll

Section: III. CONSENT AGENDA
Item: C. Approval of Warrants & Payroll
Purpose: FYI
Submitted by:
Related Material: November 2025 Accounts Payable Voucher Register.pdf
November 2025 Payroll Voucher Register.pdf

GRIFFIN SCHOOL DISTRICT NO. 324

Accounts Payable Voucher Register Certification

Board Date: **November 18, 2025**

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

As of November 18, 2025 the Board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows:

THURSTON COUNTY TREASURER - Warrants Outstanding
in the total amount of: **$ 700,312.08**

CHECK DATE	CHECK NUMBER FROM	CHECK NUMBER TO	CHECK AMOUNT	FUND DESCRIPTION
November 19, 2025	75018964	75019013	433,797.24	General Fund
	75018645	75018645	(280.00)	General Fund (void & reissue)
	75018851	75018851	(1,395.00)	General Fund (void & reissue)
November 19, 2025	75040480	75040480	262,551.69	Capital Projects Fund
November 19, 2025	75020941	75020944	5,638.15	Associated Student Body
			$ 700,312.08	

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Secretary: _____

GRIFFIN SCHOOL DISTRICT NO. 324

General Fund Payroll Voucher Register Certification

Board Date: **November 18, 2025**

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

As of **November 28, 2025**, the Board, by a _____ vote, does approve for payment those checks (warrants and direct deposits) included in the following list and further described as follows:

THURSTON COUNTY TREASURER - GF Warrants Outstanding and Direct Deposits
in the total amount of: **$ 773,523.26**

CHECK DATE	CHECK NUMBER FROM	CHECK NUMBER TO	CHECK AMOUNT	
November 28, 2025	75101336	75101343	2,538.88	Payroll Warrants
November 28, 2025	9000001878	9000001988	394,759.66	Direct Deposit
November 28, 2025	75018953	75018963	146,151.88	Payroll Vendor Warrants
November 28, 2025	202300049	202300050	230,072.84	Payroll Wire Transfers
		Total	$ 773,523.26	

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Secretary: _____

Coversheet

Approval of the Enrollment Report

Section: III. CONSENT AGENDA
Item: D. Approval of the Enrollment Report
Purpose: FYI
Submitted by:
Related Material: Enrollment November 3, 2025.pdf

ENROLLMENT - November 3, 2025

2025 - 2026 School Year

ELEMENTARY SCHOOL

Teacher	Head Count	FTE		Overage
PRESCHOOL				
Hutnik				
	4	*4*		
TRANSITIONAL KINDERGARTEN				
Hutnik	15			
MacGregor	15			
	30	*30.00*		***0***
KINDERGARTEN				
Anderson	19			
Daugherty	20			
Conley	18			
	57	*57.00*		***0***
FIRST GRADE				
Oestreich	20	*0.5*	*BK*	*0*
Shattuck	21			*0*
Singleton	20			*0*
	61	*60.50*		*0*
SECOND GRADE				
Evans	20			
Jenson	21			
Tomlin	22			
	63	*63.00*		
THIRD GRADE				
Alviar	23			*0*
Toepke	24			*0*
	47	47.00		*0*
*** FOURTH GRADE**				
Jirsa	22	*0.98*	*FL*	*0*
Schreck	23			*0*
Smith	23			*0*
FL	***1***			
AD	**1**			
	70	*69.02*		*0*
*** FIFTH GRADE**				
Dowler	23	*0.93*	**TR**	*0*
Ehresmann	21			*0*
Potkonjak	22			*0*
	66	*65.07*		*0*
Total Elementary	**394**	*391.59*		0

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

MIDDLE SCHOOL

SIXTH GRADE (ELA)				
Class 1	23			*0*
Class 2	14			*0*
Class 3	25			*0*
St. Louis	2			*0*
	64	*64.00*		*0*
*** SEVENTH GRADE**				
Class 1	30	*0.15*	*RM*	*0*
Class 2	27			*0*
Class 3	20			*0*
AG	**0**			
	77	*76.85*		*0*
*** EIGHTH GRADE**				
Class 1	19	*0.28*	*MG*	*0*
Class 2	22			
Class 3	19			*0*
St. Louis	1			*0*
	61	*60.72*		*0*
Total MS	**202**	*201.57*		0

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

****

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

ELL Students	
Sixth Grade	AB
Fifth Grade	JT
	2

Coversheet

Approval of the Personnel Report

Section: III. CONSENT AGENDA
Item: E. Approval of the Personnel Report
Purpose: FYI
Submitted by:
Related Material: Personnel Report Nov 2025.pdf

Griffin School District

Personnel Report
Prepared by Kim Ferra

Personnel Report

November 18, 2025 School Board Meeting

Employment:

- No Report

Out of Endorsement:

- No Report

Leave of Absence:

- No Report

Extra-Curricular:

- Approval to hire **Eric Frevert,** Archery Coach, effective October 21, 2025

Resignation/Termination/Provisional:

- No Report

Retirement:

- No Report

Other:

- No Report

Coversheet

Griffin School ASB - Update & Board Approval

Section: IV. NEW BUSINESS
Item: A. Griffin School ASB - Update & Board Approval
Purpose: Vote
Submitted by:
Related Material: ASB Constitution Griffin Middle School.pdf

GRIFFIN MIDDLE SCHOOL
ASSOCIATED STUDENT BODY (ASB)
CONSTITUTION & BYLAWS

PREAMBLE

We, the students, for the promotion of good government, good sportsmanship, student activities, and the general welfare of Griffin Middle School, establish the constitution of the Associated Student Body.

ARTICLE 1 - PURPOSE

The purpose of this organization shall be to foster a spirit of loyalty among students of Griffin Middle School. It shall also support all forms of student activity, and strive to build a sense of school pride and community at Griffin Middle School.

ARTICLE II - NAME, COLORS, AND MASCOT

Section 1 - Name

The school government shall be known as the Griffin Middle School Associated Student Body Council.

Section 2 - Colors

The official school colors for Griffin Middle School are red, white, and black.

Section 3 - Mascot

The Griffin Middle School mascot will be a grizzly bear.

ARTICLE III - Membership

Section 1 - Student Eligibility

Only students registered as full-time or part-time students at Griffin middle school may be in the Associated Student Body (ASB) or serve on the ASB student council.

Section 2- Term of Membership

The term of membership is for the present school year only, and all membership must be re-established each school year.

Section 3- Requirements of Membership

All members will abide by Griffin School District policies and Washington State laws, regulations, and codes.

ARTICLE IV - Officers

Section 1 - Officers

The officers of the ASB shall be as follows: President, Vice-President, Secretary, and Treasurer. Grade Officers will include one (1) representative from each grade level. Officers and representatives must maintain a minimum of a 2.0 grade point average with no failing (F) grades. In the grading term prior to elections, candidates must have the minimum grade point average or higher. If an officer's grades fall below minimum

during a quarter, he/she/they will be placed on probation until the next quarter. At that time, if the grades have not improved to satisfactory levels, the student will be removed from office. A new officer will be appointed by the remaining officers. This appointment must be confirmed by majority vote of the Student Council. The appointee is subject to advisor veto prior to the Student Council confirmation.

Section 2 - President

A. The duty of the president shall be to preside all of the student council meetings.
B. The president must be in the 8th grade.
C. The president must enforce the constitution.
D. The president must be a representative at school related functions.
E. The president may assign committees to specific tasks.
F. The president will lead the Pledge of Allegiance at school assemblies.

Section 3 - Vice President

A. The Vice President shall fill the office of president in the absence of the president.
B. The Vice President shall be in the 7th grade.
C. The Vice President shall typically chair committees on which he/she/they serve except if the president chairs that committee.
D. The Vice President must be a representative at all school related functions in the absence of the president.

Section 4 - Secretary

A. The secretary shall record the minutes of the student council meetings, prepare a report of each meeting on a bulletin type form, present the report to the Principal, and post the report on the bulletin board in the middle school office.
B. The secretary may be in the 6th, 7th, or 8th grade.
C. The secretary is responsible for recording all motions made by the student council and including those in the minutes of the meeting.
D. The secretary is responsible for recording verbatim any rules added or changed in the constitution.

Section 5 - Treasurer

A. The treasurer shall keep a record of all the student body finances and make up to date reports each month at the student council meetings.
B. The Treasurer shall be in the 6th, 7th, or 8th grade.
C. The treasurer, along with the ASB advisor, will sign authorized vouchers for bills to be given to the Griffin School District Business Manager.

Section 6 - Grade Level Representatives

A. The Grade Level Representative will be responsible for providing input and information from their specific grade level to share at the ASB Student Council meetings.
B. There will be one Grade Level Representative for 6th, 7th, and 8th grade.
C. The Grade Level Representative will be responsible for reviewing the Suggestion Box at each ASB Student Council meeting.

ARTICLE V - Election of Officers

Section 1- Election Timeline

Elections will be held no later than the full fourth (4th) week after the school year begins.

Section 2 - Nominations

Each candidate must be nominated by members of the ASB student leadership club. Nominations will be held on or before the second scheduled ASB meeting.

Section 3- Candidate Review

Each candidate will be reviewed by the ASB advisor to confirm that they meet the minimum grade point average and review the student's behavioral data.

Section 4- Election Meeting

There will be an election meeting by the end of the fourth (4th) full week of school. At the election meeting, each candidate will present a speech (President, Vice President, Secretary, and Treasurer) to the other student members. Grade Level Representatives will not be required to present a speech.

Section 5 - Voting

The candidate who receives the plurality (highest number of votes) will be declared the winner. If two candidates are tied for most votes, the members will do a re-vote to determine the winner. If the re-vote results in another tie, the candidates will co-chair the position.

ARTICLE VI - Legislative Student Council

Section 1- Student Council Members

The Student Council shall consist of the four elected ASB Officers and the class representatives from grades 6, 7, and 8.

Section 2- Student Council Proceedings

All proceedings of the Student Council shall be according to Robert’s Rules of Order. The ASB Advisor will be given the ability to limit discussions or debates.

Section 3- Meeting Conduct

The ASB President, presiding officer, or ASB Advisor may remove a Student Council member for disorderly conduct during a meeting. If a student misses 3 or more consecutive Student Council meetings, the ASB Officers will vote as to whether the student may continue on the student council or must be replaced.

Section 4- Quorum

The Student Council meeting must have a quorum (4) of students to present or conduct business.

Section 5- Motions

Motions made at the Student Council meetings must be passed by a majority vote of the members present. Prior motions may be repealed by the same manner.

Section 6- Voting Procedures
All members of the student council shall have one vote. The president shall not vote except to cast the deciding vote or in the case of a tie vote.

ARTICLE VII - Administrative Approval
All Student Council actions must meet the approval of the Griffin Administrator overseeing ASB. The administrator has the right of veto over any motion or appointment.

ARTICLE VIII - Amendments
The constitution may be amended by a 2/3rds majority vote of the Student Council. Any amendment to the constitution is subject to the approval of the Griffin ASB Advisor and the Griffin Administrator overseeing ASB.

ARTICLE IX - Meetings
Meetings of the Student Council shall not be held less than once per month following the election of the ASB Student Council officers. Additional meetings can be scheduled by the ASB Advisor or by a majority decision by the ASB Council.

ARTICLE X- Funds
Prior to the last day of school, the Student Council shall approve the budget for the following school year. Records of funds shall be maintained. The Student Council will comply with all District and state regulations pertaining to revenues, disbursements, and handling of funds.

ARTICLE XI - Recognition
The constitution, when approved by the Griffin School Board of Directors, recognizes the ASB Student Council as a District Student organization.

Griffin School Board of Directors approval on this _____ day of _____, 20_____.

Signatures of Associated Student Body Council:

_____, President

_____, Vice President

_____, Secretary

_____, Treasurer

_____, 6th Grade Representative

_____, 7th Grade Representative

_____, 8th Grade Representative

Rev 9/2025

Coversheet

3425 Accommodating Students with Adrenal Insufficiency

Section: VI. POLICY - NEW
Item: A. 3425 Accommodating Students with Adrenal Insufficiency
Purpose: Vote
Submitted by:
Related Material: 3425 Accommodating Students with Adrenal Insufficiency.pdf

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

Adopted by Griffin: **November 18, 2025**
Reviewed by Griffin: **November 5, 2025**
WSSDA Adoption Date: **October 02, 2025**
Classification: **Critical**

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Coversheet

1111 Oath of Office

Section: VII. POLICY - UPDATES
Item: A. 1111 Oath of Office
Purpose: Vote
Submitted by:
Related Material: 1111 Oath of Office.pdf

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

Adopted by Griffin: **November 18, 2025**
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

2020 & 2020P Course Design Selection and Adoption of Instructional Materials

Section: VII. POLICY - UPDATES
Item: B. 2020 & 2020P Course Design Selection and Adoption of Instructional Materials
Purpose: Vote
Submitted by:
Related Material: 2020 Course Design Selection and Adoption of Instructional Materials.pdf
2020P Course Design Selection and Adoption of Instructional Material.pdf

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

Adopted by Griffin: **November 18, 2025**
Reviewed by Griffin: **November 5, 2025**
WSSDA Last Revised: **April 16, 2025**
Classification: **Critical**
Prior Revised Dates: **06.97; 06.11; 04.15;12/01/2015**

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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~~ Excusing 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.

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Coversheet

4001 Public Information Program

Section: VII. POLICY - UPDATES
Item: C. 4001 Public Information Program
Purpose: Vote
Submitted by:
Related Material: 4001 Public Information Program.pdf

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, social security number, or any identifiable information.

~~**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.~~

Executive Briefings
The Superintendent or their designee will regularly report on the activities of the district and the administration's recommendations for improvement of student learning and district operations.

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

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Coversheet

5000 Recruitment and Selection of Staff

Section:	VII. POLICY - UPDATES
Item:	D. 5000 Recruitment and Selection of Staff
Purpose:	Vote
Submitted by:	
Related Material:	5000-Recruitment Selection and Evaluation of Staff.pdf

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

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Coversheet

6020 Systems of Funds and Accounts

Section:	VII. POLICY - UPDATES
Item:	E. 6020 Systems of Funds and Accounts
Purpose:	Vote
Submitted by:	
Related Material:	6020 Systems of Funds and Accounts.pdf 6020P System of Funds and Accounts.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 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.

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.

Griffin School District is committed to preventing fraud, and maintains and adheres to the best practices and detailed procedures outlined in Procedure 6020P.

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

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Griffin Revision: 6/24/2019

WSSDA's Classification: Encouraged
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Policy: 6020P
Section: 6000 - Management Support

Procedure - System of Funds and Accounts

The following guidelines will be used in managing bank accounts:

A. The amount of the imprest fund of a school will be based on the highest amount of funds expended in one month. The amount will be approved by the board of directors.
B. The board of directors will appoint a staff member to serve as custodian of the fund. A surety bond will be secured in the amount of the fund.
C. Use of imprest funds and/or petty cash will be restricted to those obligations which cannot be handled by voucher.
D. Imprest funds and/or petty cash may not be used to circumvent any laws related to purchasing.
E. All receipts which are submitted for reimbursement will be dated and signed by the submitter.
F. Imprest accounts will be replenished at least monthly by warrant payable to the custodian. The replenishment must be made by voucher with appropriate receipts attached.
G. Whenever an individual's appointment as custodian is terminated the imprest fund must be replenished and turned over to the fiscal officer.
H. Local audits of each imprest account by someone other than the custodian of the account will be made on a surprise and unscheduled basis at least twice per year.

Associated Student Body Fund

The following guidelines will be in effect in the operation of the respective associated student bodies:

A. The principal will appoint the primary advisor to the ASB. He/she will be responsible for designating advisors to the various student subgroup organizations affiliated with the ASB. For schools with no grade higher than grade six, the board may delegate the authority to a staff member to act as the associated student body.
B. The principal will be responsible for supervising the accounting functions to be performed at the building level. The building level accounting procedures will be consistent with the accounting functions performed at the district office level.
C. At the beginning of each year, the ASB will submit a report which describes in summary those activities which constitute ASB programs.
D. The ASB will participate in the determination of the purposes for which ASB financial resources will be budgeted and disbursed. Such purposes will be reflected in the ASB budget which is submitted to the board of directors for its approval.
E. The ASB will approve all expenditures before money will be disbursed from the fund. In the event that an associated student body student group conducts fund raising or solicits donations for scholarships, student exchanges and charitable purposes, the associated student body group will approve all expenditures of money so raised.
F. ASB funds may be used for purposes consistent with school district policy and approved by the governing body of the organization, subject to the provisions incorporated into the student body constitution and bylaws. Private non-associated student body fund money held by the district is limited to scholarships, charitable contributions, and student exchange programs, and is limited to funds denoted for that specific purpose, that have been so identified at the time of their collection, and that have been held in trust exclusively for donative purpose. Such funds must be contributed and raised on a voluntary basis.
G. Fundraising activities not associated with an ASB sponsored organization, including raising private non-associated student body funds, are not permitted by law to be done under the direction or supervision of staff nor with the use of district equipment, supplies, facilities or other district

resources unless the district is fully reimbursed for all such costs. The principal will have the authority to arrange for non-ASB funds to be held in trust in separate accounts in the fund so long as students are informed in advance that a charge will be made to cover the full cost of the service.

H. For schools with students in grade seven or above, evidence of student approval must appear on all vouchers supporting a disbursement of ASB money. This includes purchase orders and imprest fund check requests.

I. ASB moneys must be on deposit with the county treasurer with the exception of an imprest banking account and petty cash. Such funds will be administered in the manner required by the regulations of the state board of education.

Management of District Bank Accounts

Moneys received for the district will be handled as follows:

A. Receipts will be given for all moneys;

B. All moneys received by the district, except those received by the county treasurer on behalf of the district, will be deposited in the district's transmittal account. Provisions will be made for individual buildings to have access to night depository. In no cases will money remain in a building for more than 24 hours;

C. Receipts from special events will be deposited intact;

D. All moneys in the transmittal account will be transmitted to the county treasurer no later than the first of each month. Such transmittals will be accompanied by a report indicating the sums to be credited to each of the district's funds;

E. An accurate record will be kept of all expenditures from each imprest account. Reimbursement to the maximum permitted will be made to each imprest account by voucher each month; and

F. Local audits of each imprest account will be made on a surprise and unscheduled basis at least twice per year. In addition, whenever there is a change of administrator, the imprest accounts which he/she administered will be audited by the district.

Cash Receipting

I. Purpose

The purpose 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 procedure 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.

Updated by Griffin: **November 18, 2025**
Last Revised: **December 01, 2011**
Classification: **Important**
Prior Revised Dates: **10.00**

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Coversheet

4000 Public Information Program

Section: IX. POLICY - REMOVAL
Item: A. 4000 Public Information Program
Purpose: Vote
Submitted by:
Related Material: 4000 Public Information Program.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.

Coversheet

Finance Director's Report

Section: X. DISTRICT REPORTS
Item: A. Finance Director's Report
Purpose: FYI
Submitted by:
Related Material: Finance Report Nov 2025.pdf
Budget Status Oct 2025.pdf
2025 TVF Budget 2024 Bus Replacement Schedule.pdf

Griffin School District

Finance Director's Report

Board Meeting
November 18, 2025

Budget Status October 2025

General Fund

- Revenue 20.64% of Budget
- Expenditures & Encumbrances 21.15% of Budget
- Noted Items:
  - Fund Balance Information Update – Financial Statement Impact
    - Unassigned Minimum Fund Balance Policy – 8.33% of Revenues as of 8/31/25
    - Restricted for Carryover of Restricted Revenues – State Funds

Capital Projects Fund

- Revenues 37.12% of Budget
- Expenditures 9.40% of Budget
- Noted Items:
  - Committed from Levy Proceeds $3,430,320.93
  - Restricted from State Proceeds $632,645.90
  - Restricted from Mitigation Fees $87,376.10

Debt Service Fund

- Revenues 35.40% of Budget
- Expenditures 0.00% of Budget
- Noted Items:
  - None at this time

Associated Student Body Fund

- Revenues 23.36% of Budget
- Expenditures & Encumbrances 24.23% of Budget
- Noted Items
  - Fundraising Activities

Transportation Vehicle Fund

- Revenues 3.15% of Budget
- Expenditures & Encumbrances 0.00% of Budget
- Noted Items – Bus Purchase

Other Items

- Monitoring Cash Flow
- Year End Close
- Capital Projects

Powered by BoardOnTrack

- S-275

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	2,758,750	928,484.96	952,079.28		1,806,670.72	34.51
2000 LOCAL SUPPORT NONTAX	150,800	19,370.29	38,367.74		112,432.26	25.44
3000 STATE - GENERAL PURPOSE	5,941,988	475,310.44	1,010,034.70		4,931,953.30	17.00
4000 STATE - SPECIAL PURPOSE	2,392,521	189,989.75	405,287.62		1,987,233.38	16.94
5000 FEDERAL - GENERAL PURPOSE	0	0.00	0.00		0.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	355,302	8,767.85	52,844.74		302,457.26	14.87
7000 REVENUES FR OTH SCH DIST	0	0.00	0.00		0.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	315,000	0.00	0.00		315,000.00	0.00
9000 OTHER FINANCING SOURCES	0	0.00	0.00		0.00	0.00
Total	**11,914,361**	**1,621,923.29**	**2,458,614.08**		**9,455,746.92**	**20.64**

B. EXPENDITURES						
00 Regular Instruction	7,033,889	555,492.93	1,155,796.08	21,843.27	5,856,249.65	16.74
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	1,572,437	95,901.04	170,820.80	172,000.00	1,229,616.20	21.80
30 Voc. Ed Instruction	0	0.00	0.00	0.00	0.00	0.00
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	276,498	17,231.52	35,898.31	0.00	240,599.69	12.98
70 Other Instructional Pgms	330,632	2,435.71	4,240.20	0.00	326,391.80	1.28
80 Community Services	1,250	0.00	0.00	0.00	1,250.00	0.00
90 Support Services	3,282,664	217,517.70	757,790.02	325,229.35	2,199,644.63	32.99
Total	**12,497,370**	**888,578.90**	**2,124,545.41**	**519,072.62**	**9,853,751.97**	**21.15**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(583,009)**	**733,344.39**	**334,068.67**		**917,077.67**	**(157.**
F. TOTAL BEGINNING FUND BALANCE	**1,220,444**		**1,484,213.16**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**637,435**		**1,818,281.83**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: October | **Budget Type:** Revised | **Fund Description:** General Fund

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	150.00
G/L 815 Restric Unequalized Deduct Rev	0	1,393.63
G/L 821 Restrictd for Carryover	0	0.00
G/L 823 Restricted for Carryover of Transition to Kindergarten	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 828 Restricted for C/O of FS Rev	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 845 Restricted for Self-Insurance	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 872 Committd to Econmc Stabilizatn	0	0.00
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0.00
G/L 875 Assigned Contingencies	0	0.00
G/L 884 Assigned to Other Cap Projects	0	0.00
G/L 888 Assigned to Other Purposes	150	0.00
G/L 890 Unassigned Fund Balance	(355,181)	856,733.20
G/L 891 Unassigned Min Fnd Bal Policy	992,466	960,005.00
Total	**637,435**	**1,818,281.83**

Differences **0** **0.00**

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	1,324,282	479,356.79	491,162.74		833,119.26	37.09
2000 Local Support Nontax	47,585	8,343.97	18,099.86		29,485.14	38.04
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**1,371,867**	**487,700.76**	**509,262.60**		**862,604.40**	**37.12**

B. EXPENDITURES						
10 Sites	450,000	0.00	0.00	0.00	450,000.00	0.00
20 Buildings	1,219,500	0.00	0.00	262,551.69	956,948.31	21.53
30 Equipment	330,500	0.00	19,434.44	0.00	311,065.56	5.88
40 Energy	1,000,000	0.00	0.00	0.00	1,000,000.00	0.00
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**3,000,000**	**0.00**	**19,434.44**	**262,551.69**	**2,718,013.87**	**9.40**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(1,628,133)**	**487,700.76**	**489,828.16**		**2,117,961.16**	**(130.**
F. TOTAL BEGINNING FUND BALANCE	**3,966,453**		**3,965,614.02**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**2,338,320**		**4,455,442.18**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

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

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 861 Restricted from Bond Proceeds	0	0.00
G/L 862 Committed from Levy Proceeds	1,820,422	3,430,320.93
G/L 863 Restricted from State Proceeds	183,511	632,645.90
G/L 864 Restricted from Fed Proceeds	0	0.00
G/L 865 Restricted from Other Proceeds	0	0.00
G/L 866 Restrictd from Impact Proceeds	0	0.00
G/L 867 Restricted from Mitigation Fees	6,952	87,376.10
G/L 869 Restricted fr Undistr Proceeds	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 889 Assigned to Fund Purposes	327,435	305,099.25
G/L 890 Unassigned Fund Balance	0	0.00
Total	**2,338,320**	**4,455,442.18**

Differences **0** **0.00**

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	8,500	1,384.52	3,009.27		5,490.73	35.40
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**8,500**	**1,384.52**	**3,009.27**		**5,490.73**	**35.40**

B. EXPENDITURES						
Matured Bond Expenditures	0	0.00	0.00	0.00	0.00	0.00
Interest On Bonds	0	0.00	0.00	0.00	0.00	0.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	0	0.00	0.00	0.00	0.00	0.00
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**0**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**8,500**	**1,384.52**	**3,009.27**		**(5,490.73)**	**(64.60)**
F. TOTAL BEGINNING FUND BALANCE	**641,146**		**655,715.88**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**649,646**		**658,725.15**			

I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	649,646		157,712.51			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		501,012.64			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**649,646**		**658,725.15**			

Differences **0** **0.00**

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 40

Reporting Month: October **Budget Type:** Revised **Fund Description:** Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	9,350	565.33	2,328.44		7,021.56	24.90
2000 Athletics	0	0.00	0.00		0.00	0.00
3000 Classes	1,000	0.00	0.00		1,000.00	0.00
4000 Clubs	5,300	1,724.00	1,724.00		3,576.00	32.53
6000 Private Moneys	1,700	0.00	0.00		1,700.00	0.00
Total	**17,350**	**2,289.33**	**4,052.44**		**13,297.56**	**23.36**
B. EXPENDITURES						
1000 General Student Body	9,800	469.90	762.31	30.00	9,007.69	8.08
2000 Athletics	0	0.00	1,006.50	5,309.46	(6,315.96)	0.00
3000 Classes	1,000	0.00	0.00	0.00	1,000.00	0.00
4000 Clubs	4,900	0.00	0.00	87.26	4,812.74	1.78
6000 Private Moneys	14,000	0.00	0.00	0.00	14,000.00	0.00
Total	**29,700**	**469.90**	**1,768.81**	**5,426.72**	**22,504.47**	**24.23**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(12,350)**	**1,819.43**	**2,283.63**		**14,633.63**	**(118.**
D. TOTAL BEGINNING FUND BALANCE	**42,302**		**49,503.94**			
E. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	**29,952**		**51,787.57**			
G. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	50		50.00			
G/L 819 Restricted for Fund Purposes	29,902		51,737.57			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**29,952**		**51,787.57**			
Differences	**0**		**0.00**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	7,500	2,376.24	4,983.46		2,516.54	66.45
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	150,831	0.00	0.00		150,831.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**158,331**	**2,376.24**	**4,983.46**		**153,347.54**	**3.15**
B. 9900 TRANSFERS IN FROM GF	**0**	**0.00**	**0.00**		**0.00**	**0.00**
C. Total REV./OTHER FIN. SOURCES	**158,331**	**2,376.24**	**4,983.46**		**153,347.54**	**3.15**
D. EXPENDITURES						
Type 30 Equipment	750,000	0.00	0.00	0.00	750,000.00	0.00
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**750,000**	**0.00**	**0.00**	**0.00**	**750,000.00**	**0.00**
E. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
F. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
G. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	**(591,669)**	**2,376.24**	**4,983.46**		**596,652.46**	**(100.**
H. TOTAL BEGINNING FUND BALANCE	**695,299**		**1,243,901.46**			
I. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	**103,630**		**1,248,884.92**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

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

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 819 Restricted for Fund Purposes	103,630	1,248,884.92
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 889 Assigned to Fund Purposes	0	0.00
G/L 890 Unassigned Fund Balance	0	0.00
Total	**103,630**	**1,248,884.92**

Differences	**0**	**0.00**

GRIFFIN SCHOOL DISTRICT TRANSPORTATION PLAN SCHOOL BUS REPLACEMENT SCHEDULE

BUS #	YEAR	CAP.	LIFT	SUB	9/13	9/14	9/15	9/16	9/17	9/18	9/19	9/20	9/21	9/22	9/23	9/24	9/25	9/26	9/27	9/28	9/29	9/30
7	2009	78		YES										Transit								
20	2009	10	YES																			
2	2010	78																				
11	2011	12	YES	YES							Type A											
1	2012	78																				
4	2013	78																				
14	2013	78																				
15	2015	78			Feb-14													Transit				
6	2014	12	YES		Feb-14									Type A								
3	2016	78				Nov-14													Transit			
9	2016	78				Nov-14													Transit			
12	2017	78					Dec-15													Transit		
8	2016	22	NO	YES				Sep-16										Type A				
10	2019	78							Jul-18													
17	2019	78							Jul-18													
5	2021	78										Nov-20										
16	2021	78										Nov-20										
11	2021	12	YES									Nov-20										
2	2022	19	YES											May-23								
7	2023	75													Oct-23							
Replacement Cost				Transit Bus	$ 124,864	$ 254,654	$ 129,548		$ 269,472		$ -	$ 279,602			$ 161,627	$ -	$ -	$ 250,000	$ 578,813	$ 303,877	$ 106,357	$ 37,225
				Sped Bus	83,304		76,259	-		-	-	76,876	-	124,892			-	159,397				
Purchase Total					**$ 208,168**	**$ 254,654**	**$ 205,807**	**$ -**	**$ 269,472**	**$ -**	**$ -**	**$ 356,478**	**$ -**	**$ 124,892**	**$ 161,627**	**$ -**	**$ -**	**$ 409,397**	**$ 578,813**	**$ 303,877**	**$ 106,357**	**$ 37,225**
Beginning TVF Fund Balance					**$ 226,724**	**$ 204,976**	**$ 156,290**	**$ 170,373**	**$ 414,485**	**$ 420,441**	**$ 558,456**	**$ 688,594**	**$ 463,555**	**$ 626,359**	**$ 750,445**	**$ 863,127**	**$ 1,243,901**	**$ 1,433,071**	**$ 1,167,961**	**$ 733,903**	**$ 548,053**	**$ 559,722**
Estimated Depreciation					114,199	142,436	124,343	129,757	146,381	120,470	121,270	115,823	159,937	236,983	245,730	324,581	189,120	144,237	144,705	117,976	117,976	117,976
Adjusted Depreciation (Legislative)																						
Revised State Depreciation					**$ 114,199**	**$ 142,436**	**$ 124,343**	**$ 129,757**	**$ 146,381**	**$ 120,470**	**$ 121,270**	**$ 115,823**	**$ 159,937**	**$ 236,983**	**$ 245,730**	**$ 324,581**	**$ 189,120**	**$ 144,237**	**$ 144,705**	**$ 117,976**	**$ 117,976**	**$ 117,976**
Contractual Payments					40,038	40,038	21,895	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Purchases					208,168	254,654	205,807	-	269,472	-	-	356,478	-	124,892	161,627	-	-	409,397	578,813	303,877	106,357	37,225
Total Expenditures					**$ 248,206**	**$ 294,692**	**$ 227,702**	**$ -**	**$ 269,472**	**$ -**	**$ -**	**$ 356,478**	**$ -**	**$ 124,892**	**$ 161,627**	**$ -**	**$ -**	**$ 409,397**	**$ 578,813**	**$ 303,877**	**$ 106,357**	**$ 37,225**
Local Support					100,000	103,000	108,150	111,395	114,736	118,178	121,724	125,375	129,137	133,011	137,001	141,111	145,345	-	-	-	-	-
Additional Local Support (Legislative Change)										(118,178)	(121,724)	(125,375)	(129,137)	(133,011)	(137,001)	(141,111)	(145,345)	-	-	-	-	-
LOCAL Financing Transfer (Contract Payments)																						
Revised Local Support					**$ 100,000**	**$ 103,000**	**$ 108,150**	**$ 111,395**	**$ 114,736**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Salvage or Trade-in Revenue					11,289	-	8,281	1,500	8,645	9,447.00		11,912		2,936	12,863	30,092						
Investment Earnings & Misc					969	570	1,012	1,147	5,667	8,096.00	8,868	3,703	2,867	9,059	15,716	26,101	50	50	50	50	50	50
Ending TVF Fund Balance					**$ 204,976**	**$ 156,290**	**$ 170,373**	**$ 414,172**	**$ 420,441**	**$ 558,456**	**$ 688,594**	**$ 463,555**	**$ 626,359**	**$ 750,445**	**$ 863,127**	**$ 1,243,901**	**$ 1,433,071**	**$ 1,167,961**	**$ 733,903**	**$ 548,053**	**$ 559,722**	**$ 640,523**

Assumptions:

1. Analysis of Fleet replacement is adjusted / modified annually.
2. Yellow - last year to receive depreciation.
3. Pink reflects surplus buses.
4. Inflation projected at 5% annually.
5. Data does not project for enrollment/growth.
6. Plan requires continued local support (General Fund M&O) with 3-5% Inflation. (Legislature???)
7. Local support dependent upon other obligations (special education, non-high & technology).
8. State Depreciation is adjusted to reflect potential Legislative changes

13 Years Big
8 Years Small