Griffin School District #324

Griffin School Board Meeting

Date and Time

Wednesday December 17, 2025 at 6:00 PM PST

Location

Griffin School
6530 33rd Way NW
Olympia, WA 98502

Board Meeting Zoom Link

Agenda

		Purpose	Presenter
I.	**Opening Items**		
	A. Record Attendance		
	B. Call the Meeting to Order Approval of Meeting Agenda Pledge of Allegiance Land Acknowledgement	Vote	
	C. Oath of Office of Re-Elected Board Directors Trish Hefton, School Board Director, Position No. 5		

		Purpose	Presenter
	Julie Osterberg School Board Director, Position No. 4		
D.	Election of Board Chair Board Chair • Call for Nominations • Election of Chair (Roll call vote) • Assumption of office by new Chair	Vote	
E.	Election of Board Vice Chair Board Vice Chair • Call for Nominations • Election of Vice Chair (Roll call vote) • Assumption of office by new Vice Chair	Vote	
F.	Board Recognition Staff Recognition Suzanne Stottlemyre, Middle School Teacher & National Junior Honor Society Advisor Club Recognition Paul Whitney, Archery		

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 - November 18, 2025	Approve Minutes	
B.	Approval of Study Session Minutes - December 3, 2025	Approve Minutes	
C.	Approval of Warrants & Payroll	FYI	

		Purpose	Presenter
D.	Approval of the Enrollment Report	FYI	
E.	Approval of the Personnel Report	FYI	
F.	Public Records Requests	FYI	
G.	Approval of All Consent Agenda Items	Vote	

IV. NEW BUSINESS

A.	Griffin School Highly Capable Program Elementary: Kayleen Evans & Jennifer Tomlin Middle School: Ashley McCabe-Herron	FYI	

V. OLD BUSINESS

VI. POLICY - NEW

A.	1821 Standards for Individual School Directors	Vote	
B.	4001 Public Information Program	Vote	
C.	4060 Distribution of Information	Vote	
D.	5254 Staff Expression	Vote	

VII. POLICY - UPDATES

A.	1005 Key Functions of the Board	Vote	
B.	1210 Annual Organizational Meeting	Vote	
C.	1220 Board Officers and Duties of Board Members	Vote	
D.	1630 Evaluation of the Superintendent	Vote	
E.	4200 Parent Access and Safe and Orderly Learning Environment	Vote	

VIII. POLICY - REVIEW

A.	2106 Program Compliance	FYI	

		Purpose	Presenter
B.	6030 Financial Reports	FYI	
C.	6040 Expenditures in Excess of Budget	FYI	
D.	6213 Reimbursement for Travel Expenses	FYI	

IX. POLICY - REMOVAL

A.	4000 Public Information Program	Vote	
B.	6023 Post Issuance Compliance	Vote	

X. BOARD ROLES AND ASSIGNMENTS

A. Election of the Board's Legislative Representative — Vote

Board Legislative Representative

- Call for Nominations
- Election of Legislative Representative
- Assumption of position of Legislative Representative

B. Other Board Roles or Assignments — Discuss

The Board will discuss potential roles and assignments of its members. The Board Chair will finalize and determine all assignments for the upcoming year.

XI. GRIFFIN LEGISLATIVE PRIORITIES FOR 2026 SESSION

A.	Draft Priorities for Board Consideration	Vote	

XII. DISTRICT REPORTS

A.	Finance Director's Report	FYI	Finance Director Kim Ferra
B.	Superintendent's Report	FYI	Superintendent Kirsten Rue

XIII. Closing Items

A. For the Good of the Order

		Purpose	Presenter
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 - November 18, 2025

Section:	III. CONSENT AGENDA
Item:	A. Approval of Board Meeting Minutes - November 18, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Griffin School Board Meeting on November 18, 2025

APPROVED

Griffin School District #324

Minutes

Griffin School Board Meeting

Date and Time
Tuesday November 18, 2025 at 6:00 PM

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

Board Meeting Zoom Link

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

Directors Absent
None

Directors who arrived after the meeting opened
Blair Baker

Guests Present
Adam Oestreich, Allison Adair, Anneka Brown, Annie Links, Calla Zambas, Jamie Anderson (remote), Julie Zambas (remote), Kirsten Rue, McIssac (remote), Natalie Dean, Sadie Tilson (remote), Sherrie Hickam (remote)

I. Opening Items

A. Record Attendance

Blair Baker arrived at 6:15 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 Tuesday Nov 18, 2025 at 6:02 PM.
Julie Osterberg made a motion to Approval of Agenda.
Emma Rose seconded the motion.
The board **VOTED** to approve the motion.

C. Board Recognition of Students & Staff

Bands students gave performances and shared what band and music means to them.

Superintendent Rue recognized Jennifer Palmer for her exceptional leadership, artistic vision, and coordination of numerous events.

Superintendent Rue recognized Calla Zambas, a dedicated paraeducator, for her positive energy and support of TK students. Ms. Zambas' swift actions were invaluable when she saved a student's life during a choking incident earlier in the school year.

II. Public Comment

A. Comments from the Public

No comments were received from the public.

III. CONSENT AGENDA

A. Approval of Board Meeting Minutes - October 22, 2025

Emma Rose made a motion to approve the minutes from Griffin School Board Meeting on 10-22-25.
Julie Osterberg seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Study Session Minutes - November 5, 2025

Emma Rose made a motion to approve the minutes from Griffin School Board Study Session on 11-05-25.
Julie Osterberg seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Warrants & Payroll

D.

Approval of the Enrollment Report

E. Approval of the Personnel Report

F. Approval of All Consent Agenda Items

Emma Rose made a motion to Approve Consent Agenda.
Julie Osterberg seconded the motion.
Director Frevert abstained due to a conflict of interest.
The board **VOTED** to approve the motion.

IV. NEW BUSINESS

A. Griffin School ASB - Update & Board Approval

ASB Advisor Anneka Brown introduced the ASB officers.

The ASB officers presented a slideshow outlining their projects, events, and fundraising efforts. They clarified that, this year, ASB officers were elected by club members rather than the entire middle school student body.

The officers reported that they incorporated student feedback from the Grizzly Compass Crew into their projects, including scheduling more spirit weeks. ASB hosted its first spirit week in late October, successfully bringing students and staff together. They plan to host more spirit weeks with clear and simple themes to encourage broader participation.

The ASB club recently hosted the Monster Mash Dance, raising $1,419. They plan to host another dance in January or February. Currently, they are conducting a wreath and blanket fundraiser, with proceeds earmarked for athletics and outdoor seating.

In February, the American Heart Association will provide an all-school assembly, and ASB members will learn CPR and subsequently teach elementary students.

Based on feedback from the Grizzly Compass Crew, students requested more diverse food options at breakfast and lunch. ASB members are working with the Child Nutrition Supervisor to research options from *thelunchbox.org* and *healthyschoolrecipes.com*.

The Board reviewed the amendment to the ASB Constitution, which formally states that ASB officers will be elected solely by ASB club members.
Emma Rose made a motion to Amendment to the ASB Constitution.
Tesa Frevert seconded the motion.
The board **VOTED** to approve the motion.

V. POLICY - NEW

A.

3425 Accommodating Students with Adrenal Insufficiency

Superintendent Rue confirmed this policy was reviewed at the November 5th Study Session.
Emma Rose made a motion to Approve Policy 3425.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

VI. POLICY - UPDATES

A. 1111 Oath of Office

Superintendent Rue explained that a change in law necessitated an update to the wording of the Oath of Office taken by newly and re-elected board members. The revised language requires board members to swear to support the constitutions of the United States and the State of Washington.
Tesa Frevert made a motion to Approve Policy 1111.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

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

The policy was updated due to new state laws tied to a recent court case; the new laws address the right of students to be excused from certain curriculum content.
Superintendent Rue explained that the State of Washington also intends for board directors to adopt the corresponding procedure.

Blair Baker made a motion to Approve Policy 2020 and 2020P.
Tesa Frevert seconded the motion.
The board **VOTED** to approve the motion.

C. 4001 Public Information Program

Superintendent Rue noted that edits were made based on feedback from the November 5th Study Session. However, after the agenda was distributed, she discovered legal information pertaining to the **Annual District Report**. She requested further review of the policy to adjust the wording accordingly.
Blair Baker made a motion to discuss this Policy further at the next Study Session.
Emma Rose seconded the motion.
The board **VOTED** to approve the motion.

D. 5000 Recruitment and Selection of Staff

Emma Rose made a motion to Approve Policy 5000.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

E.

6020 Systems of Funds and Accounts

Superintendent Rue explained that adjustments were made based on Study Session feedback, including the addition of the Cash Receipting portion to the procedure. An addition was made to the end of the policy to reference the procedure.
Tesa Frevert made a motion to Approve Policy 6020.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

VII. POLICY - REMOVAL

A. 4000 Public Information Program

Due to the postponement of approving Policy 4000, the Board acknowledged they will postpone the removal of Policy 4001 until the next board meeting.
Tesa Frevert made a motion to postpone the removal of Policy 4000.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

VIII. DISTRICT REPORTS

A. Finance Director's Report

The Finance Director explained that the Budget Status Report included the year-end close data. She and the Superintendent will diligently monitor budget trends and district spending.

In the variance between the budget and actuals, actual revenue came in higher than expected, and actual expenditures came in less than projected, by $674,000. The District ended the year with a fund balance of $1,484,000, which was higher than projected. The Finance Director stated that although the fund balance was strong, they would remain conservative.

The District received $2.7 million in local EP&O Levy funds. These funds covered non-high school fees paid to Olympia, Tumwater, and North Thurston Public Schools, as well as substitute costs, supplemental contracts, extracurricular activities, and staffing allocations. The Director has a detailed report on how Levy dollars were spent.

The District did not fall below the minimum General Fund balance of 8.33%, which closed at $955,347.11.

In summary, at year-end close, Griffin finished with a higher fund balance, more revenue, and less expenditure than anticipated.

Director Rose asked if this trend was sustainable. The Finance Director explained that since the District is no longer encumbering payroll, a more traditional trend is expected moving forward.

Transportation Vehicle Fund (TVF) Review

The Finance Director and Transportation Supervisor Karen Lett reviewed the process for maintaining the Transportation Vehicle Fund (TVF).

Karen Lett provided an in-depth review of the history and condition report of the Griffin buses. Fleet information is updated annually, or as needed due to unforeseen circumstances. The Griffin fleet comprises 12 buses: 9 transit buses (6 used daily, 3 spares) and 3 small Type A buses (2 used daily, 1 for field trips/spare). She presented a spreadsheet detailing the inventory history, remaining depreciation years, and which of the 11 buses are currently receiving depreciation reimbursement into the TVF.

The bus replacement schedule was created in 2005-2006 to establish a self-sustaining system, which took nearly 10 years to build up the TVF. The spreadsheet shows historical data, current condition, projected replacement year, and the final year for receiving depreciation reimbursement.

The Finance Director noted the TVF has a healthy balance of $1.2 million and is consistently building. She noted that large buses cost around $200,000 to $250,000, and small buses around $150,000, often requiring the purchase of additional, "district-supported items" not covered by the state quote.

Director Osterberg inquired about the $30,000 listed in column 9. Ms. Lett clarified this was revenue generated from the sale of a bus last year.

Superintendent Rue shared that she consulted with the South Bend School District Superintendent, who has a background as a Finance Director. The consultant reviewed Griffin's TVF numbers and complimented the work of the Finance Director and Transportation Supervisor, stating the team clearly learned how to maximize apportionment received. She thanked them for their collaborative work in putting the bus fleet on a healthy fiscal track.

Karen Lett commented on the process, thanking the OSPI liaison for being an excellent teacher, and thanked the school board for supporting Transportation and the public.

B. Superintendent's Report

Superintendent Rue stated her goal this year is to schedule meetings with board committees. Allison will coordinate calendars the month prior to the meetings. These one-hour meetings will allow for a deeper dive into the committee's work.

IX. Closing Items

A. For the Good of the Order

Director Osterberg announced that the Board would be attending the WSSDA conference from Thursday to Saturday of that week.

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 7:10 PM.

Respectfully Submitted,
Julie Osterberg

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

Coversheet

Approval of Study Session Minutes - December 3, 2025

Section:	III. CONSENT AGENDA
Item:	B. Approval of Study Session Minutes - December 3, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Griffin School Board Study Session on December 3, 2025

APPROVED

Griffin School District #324

Minutes

Griffin School Board Study Session

Date and Time
Wednesday December 3, 2025 at 6:00 PM

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

Zoom Link

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

Directors Absent
None

Guests Present
Allison Adair, Katie Kent, Kirsten Rue

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 Dec 3, 2025 at 6:02 PM.

C. Pledge of Allegiance & Land Acknowledgement

D. Approval of Agenda

Julie Osterberg made a motion to Approve the Study Session Agenda for Dec. 3, 2025.
Trish Hefton seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Board Member WSSDA Conference Debrief

A. Each Board Director gave a recap of their experience at the WSSDA Conference in November.

Director Osterberg initiated the debrief, requesting comments from each Board member regarding their thoughts on the conference they all attended the previous month.

Director Osterberg felt inspired by student voice. She stated that she would like to move forward with having student advocates as a formal part of the School Board meetings. She also appreciated the ice-breaker ideas presented for meetings. Finance was another focus of her break-out sessions, where she reported learning the importance of planning ahead and understanding the application of levy dollars.

Director Hefton attended a session focused on structuring board agendas based on strategic plans. She learned about utilizing a department template (for areas like transportation or facilities) for reporting to the Board to create consistency. Director Hefton was also inspired by the student presentations and how professionally they conducted themselves in front of numerous adults. She recalled a student saying: "just do it - don't let the worry about getting something wrong, stop you from doing it." In another session, she felt motivated by the discussion surrounding legislation and expressed anticipation for the Board to become more involved in legislative advocacy. Following a budget session, Director Hefton felt inspired to continue to learn more about the district's financial health. She valued the open conversations, intentional communication, and the dedicated time the Board spent together.

Director Rose felt energized, inspired, and ready to become deeply involved in making the district even better. She organized her takeaways into three topics:
Advocacy: She gathered ideas and strategies for being more active advocates for the district. She emphasized the need to highlight positive successes within the district and the importance of working with other districts, specifically mentioning Shelton. Director Rose stressed the advocacy for Transitional Kindergarten (TK) and wanted to investigate further ways to engage the community in supporting this important program.

Data: She attended a session where researchers presented on factors contributing to successful school boards. Director Rose was inspired by data-driven information and learned that successful boards spent 50% of their meetings reviewing data. She introduced the term "data connoisseurs."

Director Baker attended various sessions related to the financial aspects of districts and maintaining a healthy budget. She was impacted by the reality that financial situations can decline quickly. Director Baker thoroughly enjoyed hearing the students speak and their performances. She also appreciated the small school forums and the opportunity to connect with others from similar districts. She found the debriefing session powerful and energizing.

Director Frevert attended a Small District Turnaround session, which highlighted a small, financially struggling district that implemented changes over four years and successfully rallied its community through hard decisions, openness, and transparency. Another session she attended focused on converting community voice into action by engaging the Board with the community and staff. She felt it was important for the Board to be visible. Director Frevert gathered informative templates for timelines, emails, and action plans, noting these resources were also available on the WSSDA website. She also found the time spent with the Board valuable.

Director Osterberg subsequently asked Director Rose to bring a proposal for the Legislative priorities for Griffin to the meeting on December 17th.

Superintendent Rue noted that she had a few students joining her at a Superintendent meeting the following week at the ESD 113, where Legislators would also be in attendance. She believed this would be a good opportunity for students to interact and emphasized that having the Board's legislative priorities ahead of time would be beneficial.

Director Hefton felt that providing a direct, impactful story, potentially using an example from the students, would be important.

Superintendent Rue appreciated the opportunity to process with the Board at the conference. She reported attending presentations on fiscal matters, as this remained a strong focus for her. She also attended a session related to the role of the Executive Assistant and gained valuable takeaways for systems to improve upon.

III. New Business

A. Special Education Co-op

Katie Kent, Senior Director of the ESD 113 Special Education Cooperative (SEC), addressed the Board. She explained that the SEC serves 14 small, rural school districts, working diligently to recruit and retain staff. The Co-op values being available and

committed to supporting their districts, believing that all students deserve quality, in-person services.

Katie shared the SEC Goals and Priorities, detailing the importance of inclusionary practices and integrating students into every facet of the school. She outlined the guiding principles the SEC follows when working with families and schools, and detailed the responsibilities the Co-op maintained.

She explained the SEC's funding structure, which includes Section 611 of IDEA Funds. Through Program 21, there is a student rate of approximately $4,000 per student, a 10% Safety Net Reimbursement, and Medicaid is billed by cooperative staff for services rendered.

The SEC serves approximately 1,026 students on IEPs across 14 districts, and Katie provided an overview of the various specialist staff that work within the Co-op. Specifically, Griffin has 94 students on IEPs. She noted that five direct service specialists from the SEC work at Griffin, with service levels ranging from full-time to partial in-person as needed. Additionally, SEC Director Nels Langbauer spends time at Griffin each week meeting with SEC and Griffin staff. Griffin's total cost for participation in the SEC was stated as $478,083.

Director Rose inquired about the year-to-year variation in cost. Katie explained that Griffin had an increase in students' needs, resulting in a higher cost this year. She noted an increase in SLP (Speech-Language Pathologist) and OT (Occupational Therapist) services over the years, suggesting those needs could be related to COVID-19. This increase had reportedly doubled over the last 10 years.

Katie then presented a District Salary and Benefits Comparison analysis. This table illustrated the cost difference between hiring services outside the Co-op. She highlighted additional services included with Co-op membership, such as access to the Autism Assessment Team and Multilingual Assessment Team at no extra cost, with team members coming to Griffin when needed.

Director Rose sought to clarify that the cost of Co-op membership was slightly higher than the district hiring its own staff, but that the SEC included services that Griffin would otherwise have to pay for additionally.

Director Hefton also acknowledged the value of the SEC's high hiring and retention rate, noting its invaluable benefit to the district by avoiding the need to hire specialists individually.
Director Osterberg inquired whether the SEC staff felt supported at Griffin.

Superintendent Rue and Katie confirmed they had discussed how to support the SEC employees and the importance of knowing the staff. Superintendent Rue stated that

Griffin was learning how to be a good member of the Co-op, and Katie noted the SEC was similarly learning how to best support Griffin and maintain connections.

2025-2026 Griffin SPed Presentation
Griffin SPed Salary Comparison

B. Committee/Liaison Assignments for Upcoming Year

Director Osterberg initiated a discussion regarding Committee and Liaison assignments for the upcoming year. She had been evaluating the effectiveness of the Board's current committees and wanted to reopen the discussion on committee interest and structure. She proposed the idea of the Board Chair taking on the Policy and Facilities committees, the Vice Chair heading the Financial and Personnel committees, and designating a Legislative representative. She also mentioned the possibilities of creating a Community Liaison and a Tribal Outreach Liaison role. Decisions would need to be finalized at the December 17th meeting.

Director Frevert asked if others served on the Policy, Facilities, Financial, and Personnel committees.

Director Osterberg suggested they could designate another person, depending on interest.
Director Hefton suggested having a primary person plus another person interested in leading the following year.

Director Baker agreed, stating there were times when another person was needed and extra input was appreciated.

Director Rose expressed concern that the Chair and Vice Chair having two committees each might be excessive and supported the idea of having a "back up" for each role. She felt having a partner was important so that the responsibility did not fall entirely on one person, and being able to reach out to a secondary person was essential. She liked the ideas for new roles but emphasized the importance of having a clear point person.

Director Osterberg stated that the Chair being in charge of the Policy committee naturally lent itself to this role, as the Chair worked closely with the Superintendent on a regular basis to set meeting agendas.

Director Hefton commented that the Facilities point person would need another person involved due to the scope of work it entailed.

Director Osterberg noted that the structure could also be left as it was.

Director Rose shared she was a strong proponent of trying the new structure but liked the idea of having a "thought partner" depending on what issues arose.

Director Hefton stated that collaboration was important, and they could each reach out to whoever they needed to depending on the topic.

Director Frevert stated that they each had their own strengths and could reach out as needed.
The Superintendent suggested the Board would need to be intentional regarding the Policy to allow for flexibility.

Director Osterberg stated that she heard support for making a change to the new structure. She asked the Board if the Community Liaison, Tribal Liaison, and Legislative Representative roles made sense, or if there were other topics they were overlooking.

Director Rose suggested they could conduct further brainstorming for the Community and Tribal positions, defining what those roles would look like.

Director Frevert noted they had been discussing the Student Advocate piece and where that role would fit into the structure.

Superintendent Rue explained there was still time to determine the Student Advocate piece.
Director Hefton asked if it would be helpful to have a Board liaison conduct research on how to determine who the representatives might be and what the best practices were.

Superintendent Rue stated she had collected a few different district approaches to this matter. She would conduct additional research and felt it would be great to work alongside a Board member. She anticipated this might involve a Personnel relation and hoped to engage the entire Board in the process.

Superintendent Rue noted that the next meeting would include the swearing-in of the re-elected directors and the vote for the new Board Chair, which would occur at the beginning of the meeting. She confirmed she would work with Director Osterberg on a draft of the agenda.

Director Hefton stated that the new Chair makes the committee assignments, and that process would need to happen after the Policy had been approved.

Director Hefton clarified that although the Chair assigns the positions, they would ask for input prior to making the assignments, and having a proposal of committee interests would be helpful.
Director Osterberg questioned the timing of all the policy changes. Director Rose stated that the Policy already dictated that the assignments needed to be made at the upcoming

meeting. Director Hefton commented that this was fairly consistent with Policies across School Boards.

Superintendent Rue will come with recommendations of what might work and what she has heard from members, but not attach names.

IV. New Policy

A. 1821 Standards for Individual School Directors

Superintendent Rue reported that many policy updates had occurred over the past few months, making it important for the Board to get up to date. She stated that she and Director Osterberg had decided to proceed with reviewing the numerous policies on the agenda. Superintendent Rue then provided highlights for the policies scheduled for discussion.

Superintendent Rue explained that **Policy 1821** was new, noting that the WSSDA had adopted new standards for school directors. She stated these standards represented **best practices** for Board members and were important to incorporate into the district's policy manual.

Director Hefton commented that the new standards were logical, but emphasized that the Board already had existing operating protocols. She stressed the need to ensure the new policy was **aligned and consistent** with the existing protocols.

Superintendent Rue acknowledged this point, agreeing that she needed to update the existing **Board/Superintendent Operating Agreement**. She noted that some adjustments might be necessary to incorporate WSSDA recommendations. She further suggested that this operating agreement should be updated by the Superintendent every year in January.

B. 4001 Public Information Program

Superintendent Rue reminded the Board that this Policy had been paused at the previous Board meeting. She explained that **Policy 4001** replaced the former Policy 4000 and included updates, specifically incorporating the concept of a **school improvement plan**.

Director Osterberg inquired whether "school improvement plan" was a formal **"title."**

Superintendent Rue explained that the Office of Superintendent of Public Instruction (OSPI) utilized a consolidated school improvement plan, which incorporated requirements provided by the Legislature. She clarified that the language used in the policy was **general, not a specific title.**

C. 4060 Distribution of Information

Superintendent Rue explained that this policy had become relevant due to a recent incident involving a vendor who entered the building unannounced and was found in the staff room without the District Office's knowledge. She emphasized the need for clear policies and expectations to ensure this was handled appropriately. She stated it was wise to have the policy in place and noted that she had consulted other districts regarding their policies.

Director Frevert pointed out that **Policy 4060** cross-referenced Policies 3220 and 2340, which had not been updated recently.

Superintendent Rue acknowledged the need to review the WSSDA updates for those cross-referenced policies, and confirmed that Policies 3220 and 2340 would be placed on the **January agenda** for review.

D. 5254 Staff Expression

Superintendent Rue shared the importance of clearly defining where staff's **First Amendment rights** begin and end. She noted that a strong procedure would be added if this policy was approved.

Director Frevert noted that the two policies cross-referenced in the document were currently not held in the Griffin policy manual.

Director Hefton questioned whether they should strike the cross-reference at the time of approval. She suggested that the cross-referenced policies could be added back once they were officially incorporated into Griffin's manual.

Superintendent Rue felt she could **strike-through** the cross-referenced policies that the district did not currently hold, and re-add them once they became part of Griffin's manual.

V. Policy Updates

A. 1005 Key Functions of the Board

Superintendent Rue stated that **Policy 1005** aligns with the standards established for individual Board members (Policy 1821). She explained that the significant difference from the existing policy was that it formally incorporated **self-assessment and engagement in board development** into the Board's policy.

Director Rose acknowledged that this was a valuable addition to the policy.

Director Hefton stated that this policy supported the Board’s commitment to attend WSSDA conferences.

B. 1210 ANNUAL ORGANIZATIONAL MEETING

Superintendent Rue explained there were a couple of proposed changes. She proposed adopting the verbiage of **"odd-numbered" years** and electing the legislative representative to serve a **two-year term**. She also noted two additional points (G and H) added to the normal order of business for the annual organizational meeting.

The Board discussed and suggested an additional point should be added:
I. (if applicable) The Chair will ask for volunteers to serve on additional leadership roles.

Director Rose pointed out that the term **"officer"** needed to be clearly defined, and asked if the Chair and Vice Chair were the only officers. She also questioned if a newly elected Board member was eligible to be appointed as a Legislative Representative.

Director Hefton suggested adding to the second paragraph: "In the absence of **officers, including both the chair and the vice chair**..."

Superintendent Rue inquired if they were suggesting any role should be titled an officer. Director Rose clarified that no, but the term "officer" needed to be more clearly articulated. Her specific question remained whether someone who was just newly elected to the School Board could serve as the Legislative Representative. Superintendent Rue stated she did not believe there was a restriction on that.

Director Rose noted that "officer" was stated in the first paragraph, but "chair or vice chair" was not mentioned until the second paragraph. She felt it needed to be defined in the first paragraph. Director Hefton agreed. Director Osterberg suggested adding "chair or vice chair" in the first paragraph, after the word "officer."

Director Frevert noted the Board also needed to review the cross-referenced **Policy 1225**.

C. 1220 Board Officers and Duties of Board Members

Superintendent Rue explained that the word **"committee" had been removed** from the heading related to the Legislative Representative.

Director Rose suggested removing "Officers of the Board" prior to the heading of Vice Chair.
Director Hefton suggested adding clarification that the Chair and Vice Chair are the officers.

Superintendent Rue agreed to add the statement: **"The officers of the board are the Chair and Vice Chair."**

Director Rose also suggested that under the duties of the Vice Chair, it would be important to add that they take on duties **as delegated**. Superintendent Rue commented that all Board members took on delegated duties, but here, the policy explicitly called out the Vice Chair's duty to lead a meeting if the Chair was absent.

D. 1630 Evaluation of the Superintendent

Superintendent Rue explained that WSSDA's changes to this policy were based on changes in law. The policy mandated that the evaluation should be grounded in **system improvement goals**, which she already implemented in her own goals. She asked the Board if they wanted to proceed with adopting this policy now or defer it until spring if they felt they were covering too many policies at once.

Director Rose expressed that they should proceed, especially since Griffin now had a strategic plan in place.

Superintendent Rue stated she was comfortable either way.

E. 4200 Parent Access and Safe and Orderly Learning Environment

Superintendent Rue explained that a portion of this policy relates to Policy 4060. This policy provides **parameters around visitors to the building** and addresses contact with staff. She noted that sometimes there is a need to ask a person to leave the building, and it was important to have guidelines in place.

Director Rose asked if this policy also applied to Board meetings.

Superintendent Rue acknowledged that it would apply to Board meetings as the policy explicitly stated **"meetings."**

F. 6030 Financial Reports

Superintendent Rue noted the key change was determining whether the Board would like **public records transparency reports**. She felt this was an important piece for the Board to be made aware of on a quarterly basis. Allison maintains an index of the public records, and it was important for the Board to be aware of the requests being made. She asked the Board if they preferred monthly or quarterly updates.

Director Hefton suggested that it be made a part of the **consent agenda**.

Director Frevert asked whether it needed to be specified in the policy how frequently the reports were given.

Director Hefton stated it could always be on the consent agenda even if there were no items on it that month. She also questioned why this section was placed within a **"Financial Report" policy** since public records requests are not always fiscal in nature.

Superintendent Rue acknowledged that moving this item to a different policy might be appropriate. She confirmed that even if it were moved, it would still be reviewed.

VI. Policy Review

A. 2106 Program Compliance

Superintendent Rue stated there were **no updates** to this policy. She acknowledged that the policy states the Superintendent will determine if the district is in compliance, and she reports on the listed items through the annual report (the school improvement plan). She noted this was a good time for the Board to review the policy.

Director Osterberg inquired about item I, asking if there was a reason why the **Boy Scouts of America** was specifically called out.

Superintendent Rue stated there had been a **legal issue** in relation to the Boy Scouts of America, and it was therefore specifically noted in various laws and policies.

B. 6040 Expenditures in Excess of Budget

Superintendent Rue announced that she would deliver a fiscal review to the Board at her **"State of the District" presentation in January**. She noted that expenditures had been in excess of the budget, making this a timely policy for the Board to review and be up to date on.

C. 6213 Reimbursement for Travel Expenses

Superintendent Rue noted this policy had **not been reviewed since 2016**. She explained that the district had recently put procedures in place for credit card usage, and this review was part of working through the 6000 series of policies.

VII. Policy Removal

A. 4000 Public Information Program

Superintendent Rue explained that this policy number had been **retired by WSSDA** and was replaced with Policy 4001, which the Board had just reviewed.

B. 6023 Post Issuance Compliance

Superintendent Rue checked with Finance Director Kim Ferra, and stated that it had been **recommended that this policy was no longer needed.**

VIII. Superintendent Updates

A.

Superintendent Kirsten Rue

Superintendent Rue asked the Board members to please **send their WSSDA headshots to Allison**.

She confirmed that she would deliver the **"State of the District"** at the **January Board meeting**. On **February 3rd**, she would share the same presentation with the community and invited all Board Directors to attend. She advised that if a quorum was reached, the event would be posted as a meeting. She expressed hope that community members would discuss and share in small groups and be able to ask questions after the presentation.

She reminded the Board that the **joint school board meeting with the Olympia School District** would be held on **January 14, 2026, at OSD**. She asked the Directors to let her know if they had any agenda items.

Director Frevert commented that this joint meeting would eliminate one study session dedicated to reviewing policies.

Superintendent Rue stated that she would send updates for policy review in her **Friday Focus email**.

Finally, she mentioned that the following week, she would be bringing **Griffin 8th graders** to a Superintendent meeting and expressed pride that the 8th graders would attend, as the other districts would be bringing high school students.

IX. Closing Items

A. For the Good of the Order

Director Frevert shared that there was another **Griffin winter concert** on **December 18th**. She encouraged other Board members to attend, stating that the **5th-8th grade bands** performing were amazing.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
Julie Osterberg

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

Coversheet

Approval of the Enrollment Report

Section: III. CONSENT AGENDA
Item: D. Approval of the Enrollment Report
Purpose: FYI
Submitted by:
Related Material: December 1, 2025 Enrollment.pdf

ENROLLMENT - December 1, 2025

2025 - 2026 School Year

ELEMENTARY SCHOOL

Teacher	Head Count	FTE		Overage
PRESCHOOL				
Hutnik				
	4	*4*		
TRANSITIONAL KINDERGARTEN				
Hutnik	14			
MacGregor	15			
	29	*29.00*		***0***
KINDERGARTEN				
Anderson	20			
Daugherty	20			
Conley	18			
	58	*58.00*		***0***
FIRST GRADE				
Oestreich	20	*0.5*	*BK*	*0*
Shattuck	21			*0*
Singleton	19			*0*
	60	*59.50*		*0*
SECOND GRADE				
Evans	20			
Jenson	21			
Tomlin	21			
	62	*62.00*		
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	**392**	*389.59*		0

Teacher	Head Count	FTE		Overage
SPECIAL EDUCATION - CASE LOADS				
Thompson	27			*0*
St Louis	24			*0*
Hickam	9			*0*
Brown	23			*0*
Hutnik	**6**			
	89			*0*

MIDDLE SCHOOL

SIXTH GRADE (ELA)				
Class 1	23			*0*
Class 2	13			*0*
Class 3	25			*0*
St. Louis	2			*0*
	63	*63.00*		*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	**201**	*200.57*		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	**29**	
SPED	**89**	
ELEMENTARY	**392**	*389.59*
MIDDLE SCHOOL	**201**	*200.57*
TOTAL:	**593**	
TOTAL FTE:	**590.16**	

ELL Students	
Sixth Grade	AB
Fifth Grade	JT
Kindergarten	PB
	3

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 Dec 2025.pdf

Griffin School District

Personnel Report
Prepared by Kim Ferra

Personnel Report

December 17, 2025 School Board Meeting

Employment:

- No Report

Out of Endorsement:

- No Report

Leave of Absence:

- No Report

Extra-Curricular:

- No Report

Resignation/Termination/Provisional:

- No Report

Retirement:

- No Report

Other:

- No Report

Coversheet

Public Records Requests

Section: III. CONSENT AGENDA
Item: F. Public Records Requests
Purpose: FYI
Submitted by:
Related Material: Griffin Public Records Log (September-December 2025).pdf

PUBLIC RECORDS LOG

Date Received	Requester	Original Request	Records Produced	Redacted/Withheld Records	WAC/RCW for Redaction	Date Request Closed	3rd Party Notification	Retention Schedule
Sept. 16, 2026	Joanna Carns, Griffin PTO VP	Zoom recording from most recent board meeting: 9/10/2025	Emailed Zoom Link: School Board Study Session 9.10.2025	No redactions	N/A	Sept. 17, 2025		
Sept. 24, 2025	Maitri Sojourner, Community Member	Pursuant to SB 5004, which became law on July 27, 2025, Griffin School District is to "develop an emergency response system using evolving technology to expedite the response and arrival of law enforcement in the event of a threat or emergency at school." The District is to submit a progress report on its implementation of this emergency response system to The Office of the Superintendent of Public Instruction (OSPI) by October 1, 2025. I hereby request a copy of the progress report on the implementation of this emergency response system as soon as it has been submitted to OSPI.	https://drive.google.com/file/d/1tf6sD_IIv2I9UW4puPc36U7i8R14vFYr/view?usp=drive_link	We do not have access to the "progress report".	N/A	Sept. 29, 2025		
Sept. 29, 2025	Sherrie Hickam, Griffin Staff, on behalf of the GEA	Zoom recording from board meeting: 9/24/2025	Emailed Zoom Link: School Board Meeting 9.24.2025	No redactions	N/A	Sept. 29, 2025		

Coversheet

Griffin School Highly Capable Program

Section: IV. NEW BUSINESS
Item: A. Griffin School Highly Capable Program
Purpose: FYI
Submitted by:
Related Material: Highly Capable Plan 2025-2026.pdf
8th Grade ELA - IB Aligned Rubric.pdf
ELA Elevate Contract.pdf



Griffin School District #324

Highly Capable Program Plan

2025-2026

Griffin Highly Capable Definition (WAC 392-170-035):

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within a student's general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain.

Washington Highly Capable Program Requirements:

Washington's HCP is established in state law (RCW) and administered through program rules (WAC) adopted by OSPI.

- RCW 28A.150.220(3)(g)(3) The instructional program of basic education provided by each school district shall include: (g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.
- RCW 28A.185.020 The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.
- WAC 392-170-012 For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs.

Griffin Highly Capable Program Plan Information

Highly Capable Program Goal ***(rev 10/22)*****:** *To deliver equitable and comprehensive Highly Capable services by providing our students with opportunities to have differentiated instruction, accelerated learning, goal setting, and the chance to grow and thrive at Griffin School.*

Background/Updates

2025-2026 School Year Program Plan and Updates (rev 9/2025) -

At the end of the 2024-2025 school year, grade-level teams met and placed their Highly Capable learners in all sections for the following school year. This resulted in all elementary teachers having HiCap students in their classrooms (numbers vary based on grade level). In middle school, Highly Capable services will be provided in the general education classroom, as well as the

opportunity to participate in advanced courses, specifically in math (Algebra), and a Physical Science credit option (8th grade), based on the area(s) in which they qualified on the CogAT. Other goals this school year in the Highly Capable Plan include:

- Teachers will provide accelerated learning and/or advanced instruction opportunities for Highly Capable students in the general education classroom.
- A designated paraeducator will deliver personalized and advanced instruction to Highly Capable students 4 times a week during WIN time using materials and instruction directed by the Highly Capable Coordinator(s) for elementary students.
- Continue to provide an equitable qualification process screening all 2nd grade, 5th grade, and new students in the spring with the online CogAT screener (students who qualify will move on to the CogAT Full Battery assessment).
- Conduct the CogAT online assessment for ALL students referred 3rd through 8th Grade. Kindergarten and 1st Grade students who are referred, will be given the screener first. Those who meet the district's qualifying norms on the screener will continue to be assessed with the full CogAT? - Griffin School district referrals are open to all staff, parents, and/or community members. These are sent via email and posted on the GSD webpage in January.
- The Highly Capable Program Coordinator(s) (K-5 & 6-8) will work with Highly Capable learners to create or review Gifted Education Plans (GEPs) which will be used as a guide for educational planning and decision-making by the student, teachers, and parent or guardian.
- In grades 6-7, Highly Capable learners are enrolled in one semester of a self-contained enrichment program aimed at providing challenging project-based learning experiences.
- In grade 8, Highly Capable learners and General Education learners who opt-in, are provided an elevated thinking experience integrated into their general education ELA class. This program provides these students with a more rigorous and higher-level ELA opportunity. This coursework is directly aligned with International Baccalaureate rubrics to help create a streamlined transition for our students interested in the IB program.

***The Griffin Highly Capable Plan iGrant requires school board approval each school year.**

Approved by School Board on: Pending Review on December 17, 2025

8th Grade Elevated ELA Rubric (IB Aligned)

Score Range	Descriptor
90-100 (Exemplary/Distinguished)	Provides perceptive and insightful analysis of text(s), consistently supported by well-chosen evidence. Writing demonstrates excellent organization with a logical flow, sophisticated transitions, and a purposeful introduction and conclusion. Produces text with strong voice, creativity, and style, showing a deep awareness of audience, purpose, and genre. Uses precise vocabulary, varied sentence structures, and nearly flawless grammar and mechanics. Tone is consistently effective.
80-89 (Strong/Proficient)	Provides effective analysis of text(s) with clear interpretation and relevant evidence. Organization is logical and easy to follow, with cohesive paragraphs and purposeful introduction and conclusion. Produces text with originality and voice, showing awareness of audience and purpose. Vocabulary is generally precise and sentence structures are varied. Few grammar or mechanical errors; tone is appropriate.
70-79 (Adequate/Developing Proficiency)	Provides adequate analysis of text(s) with some interpretation and evidence, though depth may be uneven. Organization is generally clear, but transitions may be simple or repetitive. Produces text with some creativity or voice, though audience and purpose may not always be sustained. Vocabulary is adequate but not always precise; sentence variety is limited. Grammar and mechanical errors are present but do not significantly hinder understanding.

60-69 (Basic/Emerging)	Provides limited analysis, often summarizing rather than interpreting. Evidence may be weak, vague, or loosely connected. Organization is inconsistent, with incomplete or unbalanced paragraphs and weak transitions. Produces text that is mostly literal or formulaic, with little sense of audience or purpose. Vocabulary is basic and repetitive; sentence structures lack variety. Frequent grammar and mechanical errors occasionally hinder understanding.
50-59 (Minimal/Beginning)	Provides minimal or inaccurate analysis, with vague ideas and little or no evidence. Organization is weak or unclear, making ideas difficult to follow. Produces text with very limited creativity or voice, showing little to no awareness of audience or purpose. Vocabulary is extremely limited; sentences are repetitive or incomplete. Frequent grammar and mechanical errors interfere with comprehension.
Below 50 (Insufficient/Incomplete)	Work does not meet the standard described above. Ideas are unfocused or missing, analysis is absent, and organization is lacking. Little or no evidence of purpose, creativity, or language control. Errors are pervasive and prevent understanding.

ELA ELEVATE

Program Overview

ELA Elevate is an *optional, opt-in* program within 8th Grade ELA designed for students who are ready to take on an academic challenge. Students in ELA Elevate will:

- Read the same novels as their general education peers.
- Complete alternate discussion questions, assignments, and quizzes aligned with the International Baccalaureate (IB) English Literature rubrics.
- Engage in deeper analysis and critical thinking.
- Be expected to demonstrate persistence, independence, and strong effort.

Expectations and Committments

By choosing to opt-in, students and parents/guardians understand the following:

- **Semester Commitment:** Enrollment is for a **full semester.** Students **may not** opt out until the semester is completed.
- **Increased Challenge:** Core & Beyond assignments are intentionally more rigorous than the general curriculum.
- **Grades May Shift:** Students who are used to earning “easy As” may experience lower grades at first while adjusting to the rigor. This is normal and part of the growth process.
- **Effort and Responsibility:** Students are expected to complete assignments on time, actively participate in discussions, and seek help when needed.
- **Growth Focus:** The purpose of Core & Beyond is not just the grade-- it is about preparing students for future honors, AP, or IB coursework in high school.

Acknowledgment of Understanding

We have read and discussed the expectations of the ELA Elevate program. We understand the commitment, increased challenge, and grading expectations, and we agree to uphold the responsibilities outlined above.

Student’s signature _____

Parent's name: _____ Date: _____

Parent’s signature _____

Coversheet

1821 Standards for Individual School Directors

Section: VI. POLICY - NEW
Item: A. 1821 Standards for Individual School Directors
Purpose: Vote
Submitted by:
Related Material: 1821 Standards for Individual School Directors.pdf

Policy: 1821
Section: 1000 - Board of Directors

Standards for Individual School Directors

Each individual board member will annually review the WSSDA *Individual School Director Standards* as a basis for assessing their own conduct as an elected school director. Collectively, the board will assess its performance in terms of its six major functions:

1. **Values and Ethical Behavior**
   Individual school directors model ethical behavior and are guided by values that:

   a. Place students' needs first.
   b. Demonstrate commitment to equity and high standards of achievement for each student.
   c. Commit to treating each individual with dignity and respect.
   d. Model high ethical standards.
   e. Advocate for public education.

2. **Leadership**
   Individual school directors serve as educational leaders in their communities and state by:

   a. Contributing to thoughtful governance discussions and decisions by being well informed, open-minded and deliberative.
   b. Understanding that authority rests with the board as a whole and not with individual directors.
   c. Articulating and modeling appropriate school director roles and responsibilities.
   d. Actively participating in school director duties and responsibilities.
   e. Demonstrating group membership and leadership skills, working within the board structure.
   f. Respecting the board's role in policy making and supporting all adopted board policies.

3. **Communication**
   Individual school directors engage in ethical, transparent and inclusive communications by:

   a. Building and maintaining positive connections with the community and staff.
   b. Communicating accurately and honestly, with awareness of the impact of their words and actions.
   c. Listening carefully and with an open mind.
   d. Maintaining civility and treating all people with respect and dignity.
   e. Maintaining confidentiality of appropriate matters.
   f. Referring people with needs or concerns to appropriate staff.
   g. Welcoming family, student, staff and community input.

4. **Professional Development**
   Individual school directors seek continuous growth in their own skills and knowledge by:

a. Committing the time and energy necessary to be informed and competent.
b. Keeping abreast of current issues, research, applicable laws, regulations, and policies that affect public education.
c. Participating in professional development, individually and with the board/superintendent team.

5. **Accountability**
Individual school directors are accountable in their governance role to their students,

families, staff, and community by:

a. Contributing to a functioning and effective board-superintendent team.
b. Taking personal responsibility for their own words and actions and the impact they have on others.
c. Respecting and abiding by board decisions.
d. Meeting expectations for transparency, including disclosing potential conflicts of interest and refraining from discussing or voting on those issues.
e. Complying with board policies and all laws.

6. **Commitment to Education Equity**
Individual school directors prioritize the success of each and every student in their district by:
    a. Engaging in ongoing learning about educational equity, diversity, inclusion and cultural competency as it relates to the role of the board.
    b. Seeking to understand their own culture and how it may differ from others'.
    c. Honoring the diverse experiences, strengths and barriers to success of students, staff and families.
    d. Collaboratively and proactively working to remove barriers for students, staff and families.
    e. Ensuring multiple perspectives are heard and honored by providing equitable opportunities for input.
    f. Fostering a culture of dignity and belonging by example and through policy.

Griffin Adopted:
Griffin Reviewed: **December 3, 2025**
WSSDA Adopted: **October 02, 2025**
Classification: **Important**

Legal References:

- WSSDA School Board Standards

Management Resources:

- 2025 - October Issue

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

Coversheet

4001 Public Information Program

Section: VI. POLICY - NEW
Item: B. 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.

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: School Improvement Plan

An annual district report in the form of a school improvement plan 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 and no later than October 1st of the following school year. Upon board approval, the report will be made available to the public and used as one means for informing parents and community members, the Office of the Superintendent of Public Instruction, and other districts in the area, of the programs and conditions of the district's schools. The district must ensure awareness of and compliance with certain statutory requirements as specified in Policy 2106 (Program Compliance). When the district is not in compliance, such deviations will be incorporated into the annual report.

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

Griffin Updated:
Griffin Reviewed: **November 5, 2025, December 3, 2025**
WSSDA Last Revised: **July 24, 2023**
Classification: **Important**
Prior Revised Dates: **10.00; 10/01/2011**

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

Coversheet

4060 Distribution of Information

Section: VI. POLICY - NEW
Item: C. 4060 Distribution of Information
Purpose: Vote
Submitted by:
Related Material: 4060 Distribution of Information.pdf

Policy: 4060
Section: 4000 - Community Relations

Distribution of Information

The board recognizes that valuable social, recreational, and educational opportunities are available to families and students through nonprofit organizations and governmental entities providing services for students. The district may choose to make information available to students and families about these programs, provided that doing so does not interfere with the educational process.

Nonprofit organizations or governmental entities may submit information about activities for students for possible distribution through district channels, but any information distributed must meet certain standards and be approved according to the procedures accompanying this policy.

Griffin Adopted:
Griffin Reviewed: **December 3, 2025**
WSSDA Last Revised: **April 10, 2023**
Classification: **Discretionary**
Prior Revised Dates: **04.05; 12/01/2011**

Management Resources:

- 2023 - April Issue
- Policy News, April 2005 Distribution of Materials

Cross References:

- 3220 - Freedom of Expression
- 2340 - Religious-Related Activities and Practices

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

Coversheet

5254 Staff Expression

Section: VI. POLICY - NEW
Item: D. 5254 Staff Expression
Purpose: Vote
Submitted by:
Related Material: 5254 Staff Expression.pdf

Policy: 5254
Section: 5000 - Personnel

Staff Expression

The Griffin School Board believes the district has an interest in maintaining an orderly and effective work environment while balancing employees' First Amendment rights to freedom of expression and diverse viewpoints and beliefs. When employees speak within their official capacity, their expression represents the district and may be regulated. The First Amendment protects a public employee's speech when the employee is speaking as an individual citizen on a matter of public concern. Even so, employee expression that has an adverse impact on district operations and/or negatively impacts an employee's ability to perform their job for the district may still result in disciplinary action up to and including termination.

Staff expression includes the performance of job responsibilities and how they represent the district in their use of district email accounts, school district buildings, district property, classrooms and how they present themselves to students.

Employees who use social media platforms are encouraged to remember that the school community may not be able to separate employees as private citizens from their role within the district. Employee expression on social media platforms that interferes with the district's operations or prevents the district from functioning efficiently and effectively may be subject to discipline up to and including termination.

The procedures that accompany this Policy will adhere to this policy and specify particular district standards for staff expression, including the conditions under which a staff member can participate in written or non-verbal expression. Any violation of this Policy or adopted Procedure may result in disciplinary action.

Cross References:	2340 - Religious-Related Activities and Practices 5252 - Staff Participation in Political Activities
Legal References:	RCW 41.06.250 Political activities RCW 42.17A.555 Use of public office or agency facilities in campaigns - Prohibition - Exceptions RCW 42.17A.635 Legislative activities of state agencies, other units of government, elective officials, employees

Griffin Adopted:
Griffin Review: **December 3, 2025**
WSSDA Adoption Date: **April 10, 2023**
Classification: **Discretionary**

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

Coversheet

1005 Key Functions of the Board

Section: VII. POLICY - UPDATES
Item: A. 1005 Key Functions of the Board
Purpose: Vote
Submitted by:
Related Material: 1005 Key Functions of the Board.pdf

Policy: 1005
Section: 1000 - Board of Directors

Key Functions of the Board

The research-based WA School Board standards outline the primary functions of the school board. These standards are linked to higher student achievement and more effective governance practices:

Responsible School District Governance:

Provide responsible school district governance by:

- Conducting board and district business in a fair, respectful, and responsible manner.
- Ensuring the board is accountable and open to the public, including seeking divergent and diverse perspectives in its decision-making process.
- Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.
- Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.
- Promoting healthy relationships by communicating supportively; inspiring, motivating, and empowering others; and exercising influence in a positive manner.
- Working as an effective and collaborative team.

Creating Conditions District-Wide for Student and Staff Success:

Create conditions district-wide for student and staff success by:

A. Providing for the safety and wellness of all students and staff;
B. Employing and supporting quality teachers, administrators and other staff and providing for their professional development;
C. Providing for learning essentials, including rigorous curriculum, technology and high-quality facilities;
D. Ensuring management of the organization, operations, and resources for an efficient and effective learning environment; and
E. Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

Communication of and Commitment to High Expectations for Student Learning:

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

- Articulating the conviction that each and every student can learn and the belief that student learning can improve regardless of existing circumstances or resources;

- Leading the development, articulation, and stewardship of a vision of learning that is shared and supported by schools and the community;
- Adopting a collaboratively developed district strategic plan focused on learning and achievement outcomes for each and every student; and
- Ensuring non-negotiable goals for student achievement are established and aligned with the district's strategic plan.

Holding the District Accountable for Student Learning:

Hold school district accountable for meeting student learning expectations by:

- Committing to continuous improvement in student achievement at each school and throughout the district;
- Evaluating the superintendent on clear and focused expectations; and
- Measuring student academic progress and needs based on valid and reliable assessments.

Engagement of the Community in Education:

Engage the local community and represent the values and expectations they hold for their schools by:

- Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources;
- Ensuring school board and district transparency through a process that is open and accountable;
- Ensuring district information and decisions are communicated community-wide; and
- Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

Annually the board will reflect on the degree to which it has operated according to its key functions by conducting a board self-assessment and engaging in board development activities where needed.

For more information, visit the WSSDA School Board Standards.

Griffin Updated:
Griffin Reviewed: **December 3, 2025**
Griffin Adopted: **June 26, 2024**
WSSDA Last Revised: **October 02, 2025**
Classification: **Discretionary**
Prior Revised Dates: **04.97; 02/01/2012**

Management Resources:

- 2025 - October Issue

- Policy News, 2012 - February Issue
- 1997 - April Issue

Cross References:

- 1310 - Policy Adoption, Manuals and Administrative Procedures
- 1810 - Annual Governance Goals and Objectives
- 1820 - Board Self-Assessment

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

Coversheet

1210 Annual Organizational Meeting

Section: VII. POLICY - UPDATES
Item: B. 1210 Annual Organizational Meeting
Purpose: Vote
Submitted by:
Related Material: 1210 Annual Organization Meeting.pdf

Policy: 1210
Section: 1000 - Board of Directors

Annual Organizational Meeting

Newly-elected board members are seated at the first regular meeting in December. A newly elected or appointed (less than one year) board member will not be eligible to serve as an officer of the board unless the majority of the board is newly appointed or elected. The officers of the board are comprised of the Chair and Vice Chair.

If a board member is unable to continue to serve as an officer of the board, a replacement will be elected immediately. In the absence of both officers, the board will elect a chair pro tempore who will perform the functions of the chair during the latter's absence.

The superintendent will act as board secretary and perform all the duties as outlined by law. In order to provide a record of the proceedings of each meeting of the board, the superintendent will appoint a recording secretary of the board.

In odd-numbered years at the same meeting, a WSSDA legislative representative will be elected to serve a two-year term.

The normal order of business will be modified for the annual organizational meeting by considering the following matters, after the approval of the minutes of the previous meeting:

A. Welcome and introduction of newly elected board members by the chair;
B. Call for nominations for chair to serve during the ensuing year;
C. Election of a chair (roll call vote);
D. Assumption of office by the new chair;
E. Call for nominations for vice chair to serve during the ensuing year;
F. Election of a vice chair (roll call vote);
G. (if applicable) Call for nominations for *WSSDA legislative representative* to serve for the next two years; and
H. Election of a *WSSDA legislative representative*.
I. (if applicable) The chair will ask for volunteers to serve in additional leadership roles.

Policies will continue from year to year and board to board until and unless the board changes them.

Griffin Updated:
Griffin Reviewed: **December 3, 2025**
WSSDA Last Revised: **October 02, 2025**
Griffin Adopted: **December 18, 2025**
Classification: **Discretionary**
Prior Revised Dates: **08.99; 08.05; 02.11; 12.11; 04/01/2017**

Legal References:

- RCW 28A.330.010 Board president, vice-president or president pro tempore - Secretary
- RCW 28A.330.020 Certain board elections, manner and vote required - Selection of personnel, manner
- RCW 28A.330.050 Duties of superintendent as secretary of the board
- RCW 28A.400.030 Superintendents duties
- RCW 29A.60.280 Local elected officials, commencement of term of office - Purpose

Management Resources:

- 2025 - October Issue
- 2017 - April Issue
- 2011 - February Issue

Cross References:

- 1225 - School Director Legislative Program

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

Coversheet

1220 Board Officers and Duties of Board Members

Section: VII. POLICY - UPDATES
Item: C. 1220 Board Officers and Duties of Board Members
Purpose: Vote
Submitted by:
Related Material: 1220 Board Officers and Duties of Board Members.pdf

Policy: 1220
Section: 1000 - Board of Directors

Board Officers and Duties of Board Members

The officers of the board are comprised of the Chair and the Vice Chair.

Chair

The chair presides at all meetings of the board and signs all papers and documents as required by law or as authorized by action of the board. The chair conducts the meetings in the manner prescribed by the board's policies. The chair has the full right to participate in all aspects of board action without relinquishing the chair, including the right to vote on all matters put to a vote.

It is the responsibility of the board chair to manage the board's deliberation so that it will be clear, concise, and directed to the issue at hand; to summarize discussion and/or action before moving on to the next agenda item; and to generally manage the meeting so that the agenda is treated in an expeditious manner.

The chair will be the official recipient of correspondence directed to the board and will provide, or cause to be provided to other board members and the superintendent, copies of the correspondence received on behalf of the board.

The chair is authorized to consult with the superintendent on issues such as board meeting, study session and board retreat planning prior to presentation to the full board and perform tasks to facilitate board meetings.

In dealing with the media and the public in general, the chair or his/her designee will serve as the spokesperson of the board. The chair is authorized to report and discuss those actions which have been taken and those decisions made by the board as a body. The chair will avoid speculating upon actions or decisions which the board may take but has not yet taken.

Vice Chair

The vice chair will preside at board meetings in the absence of the chair and will perform all of the duties of the chair in case of his/her absence or disability.

Legislative Representative

The legislative representative serves as the board's liaison with the Washington State School Directors' Association (WSSDA) on legislative issues. The legislative representative will be elected from among the board members at the first regular meeting in December in odd numbered years and will serve for a period of two years. The legislative representative, board chair, or other board designee will represent the board at WSSDA's General Assembly, conveying local views and concerns to that body. When appropriate, the legislative representative obtains their board's support for a legislative proposal to be submitted to the

Assembly and supporting it at the Assembly. The legislative representative will monitor proposed school legislation, and provide legislative updates periodically at board meetings. Additionally, he/she will build relationships with local policy makers regarding WSSDA's legislative positions and priorities.

Duties of Individual Board Members
The authority of individual board members is limited to participating in actions taken by the board as a whole when legally in session. Board members will not assume responsibilities of administrators or other staff members. The board or staff will not be bound in any way by any action taken or statement made by any individual board member except when such statement or action is pursuant to specific instructions and official action taken by the board.

Each board member will review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each member is obligated to attend board meetings regularly. Whenever possible, each director will give advance notice to the chair or superintendent of his/her inability to attend a board meeting. A majority of the board may excuse a director's absence from a meeting if requested to do so. The board may declare a board member's position vacant after four consecutive unexcused absences from regular board meetings.

Updated by Griffin:
Griffin Reviewed: **December 3, 2025**
Griffin Adopted: **July 24, 2024**
WSSDA Last Revised: **October 22, 2022**
Classification: **Discretionary**
Prior Revised Dates: **04.97; 12.07; 12.11; 04.17**

Legal References:

- RCW 28A.330.030 Duties of president
- RCW 28A.330.040 Duties of vice-president
- RCW 28A.330.080 Payment of claims - Signing of warrants
- RCW 28A.330.200 Organization of the board - Assumption of superintendents duties by board member, when
- RCW 28A.343.390 Quorum - Failure to attend meetings

Management Resources:

- 2022 - October Issue
- 2017 - April Issue
- Policy News, December 2007 Role of the School Board President

Cross References:

- 1225 - School Director Legislative Program
- 1450 - Absence of a Board Member

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

Coversheet

1630 Evaluation of the Superintendent

Section: VII. POLICY - UPDATES
Item: D. 1630 Evaluation of the Superintendent
Purpose: Vote
Submitted by:
Related Material: 1630 Evaluation of the Superintendent.pdf

Policy: 1630
Section: 1000 - Board of Directors

Evaluation of the Superintendent

The board will establish evaluative criteria and will be responsible for evaluating the performance of the superintendent.

The superintendent will have the opportunity for confidential conferences with the board members, for the purpose of aiding the superintendent in their performance. The board, on the basis of the evaluation, may terminate, renew or extend the superintendent's contract for periods not to exceed three years.

Pursuant to state law, RCW 28a.150.230, names the school board as responsible "to adopt policies to: (a) Establish performance criteria and an evaluation process for its superintendent…" and through RCW 42.30.110(g) dictates the use of executive sessions for evaluating the performance of public employees.

In addition, state law, RCW 28A.405.100, requires that the evaluation process looks at these eight categories at a minimum:

- knowledge of, experience in, and training in recognizing good professional performance, capabilities and development;
- school administration and management;
- school finance;
- professional preparation and scholarship;
- effort toward improvement when needed;
- interest in pupils, employees, patrons and subjects taught in school;
- leadership;
- and ability and performance of evaluation of school personnel.

WSSDA provides a goal-centered model to support the effective evaluation of the superintendent.

Legal References:	RCW 28A.400.010 Employment of superintendent - Superintendents qualifications, general powers, term, contract renewal WSSDA Superintendent Evaluation
Management Resources:	2025 - October Issue 2013 - December Issue

Updated by Griffin:
Reviewed by Griffin: **December 3, 2025**
WSSDA Last Revised: **October 02, 2025**
Classification: **Critical**
Prior Revised Dates: **04.98; 12.11; 12/01/2013**

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

Coversheet

4200 Parent Access and Safe and Orderly Learning Environment

Section:	VII. POLICY - UPDATES
Item:	E. 4200 Parent Access and Safe and Orderly Learning Environment
Purpose:	Vote
Submitted by:	
Related Material:	4200 Parent Access and Safe and Orderly Learning Environment.pdf

Policy: 4200
Section: 4000 - Community Relations

Parent Access and Safe and Orderly Learning Environment

Contacts with Staff
The learning environment and the staff's time for students will be free from interruption. Except in emergencies, staff will not be unreasonably interrupted in their work. Brief messages will be recorded so as to permit the staff member to return the call when free.

Certificated staff will be available for consultation with students and community members by appointment to assure an uninterrupted conference.

No one will solicit funds or conduct private business with staff on school time and premises.

Visitors
The board welcomes and encourages visits to school by parents/guardians, community members, and interested educators. Parents are assured access to their child’s classroom as well as school sponsored activities for purposes of observing class procedure, teaching material, and class conduct. However, such observation must not disrupt the classroom or learning activity. The superintendent or designee will establish guidelines governing school visits to ensure orderly operation of the educational process and the safety of students and staff.

Disruption of School Operations

The superintendent or staff member in charge will direct a person to leave immediately if any person is:

A. Under the influence of controlled substances, including marijuana (cannabis) or alcohol; or
B. Is disrupting or obstructing any school program, activity, or meeting; or
C. Threatens to do so or is committing, threatening to imminently commit; or
D. Inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure (of any student, official, classified or certificated staff member or invitee) of the school district.

If such a person refuses to leave, the superintendent or staff member will immediately call for the assistance of a law enforcement officer.

Griffin Updated:
Griffin Reviewed: **December 3, 2025**
WSSDA Last Revised: **March 02, 2022**
Griffin Adopted: **July 19, 2000**
Classification: **Critical**
Prior Revised Dates: **08.98; 12.02; 10.06; 12.11; 02.13; 02/01/2018**

Legal References:

- RCW 28A.605.020 - Parents' access to classroom or school sponsored activities - Limitation
- RCW 28A.635.020 - Wilfully disobeying school administrative personnel or refusing to leave public property, violations, when - Penalty
- RCW 28A.635.030 - Disturbing school, school activities, or meetings - Penalty
- RCW 28A.635.090 - Interference by force or violence - Penalty
- RCW 28A.635.100 - Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful - Penalty
- 20 U.S.C. 7908 - Armed Forces recruiter access to students and student recruiting information

Management Resources:

- 2022 - March Issue
- 2018 - February Policy Issue
- 2013 - February Issue

Cross References:

- 3510 - Associated Student Bodies
- 3124 - Removal-Release of Student During School Hours
- 4129 - Family Involvement

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

Coversheet

2106 Program Compliance

Section: VIII. POLICY - REVIEW
Item: A. 2106 Program Compliance
Purpose: FYI
Submitted by:
Related Material: 2106 Program Compliance.pdf

Policy: 2106
Section: 2000 - Instruction

Program Compliance

On or before October 1, the superintendent will determine if the district is in compliance with the following program requirements:

A. Appropriate measures are taken to safeguard all student and school district permanent records against loss or damage;
B. Provision is made for the supervision of instructional practices and procedures;
C. Current basic instructional materials are available for required courses of study;
D. A program of guidance, counseling and testing services is maintained for students in all grades offered by the school district;
E. A learning resources program is maintained;
F. The physical facilities of each building are adequate and appropriate for the educational program offered;
G. There is adequate provision for the health and safety of all students within the custody of the school district;
H. A current policy statement pertaining to the administration and operation of the school district is available online or in each building's administrative office including, but not limited to, policies governing the school building and classroom visitation rights of non-students;
I. The district is in compliance with the statutes which prohibit unequal treatment of individuals on the basis of race, sex, creed, color, honorably discharged veteran, sexual orientation, presence of any sensory, mental or physical disability or the use of a trained guide dog or service animal by a person with a disability and national origin in activities supported by common schools and which require equal access to Boy Scouts of America and other designated youth groups;
J. Within each school, the school principal has determined that appropriate student discipline is established and enforced. The school principal has conferred with the certificated employees in the school building in order to develop and/or review building disciplinary standards and the uniform enforcement of those standards;

Griffin Reviewed: **December 3, 2025**
WSSDA Last Revised: **December 01, 2011**
Griffin Adopted: May 17, 2000
Classification: **Important**

Prior Revised Dates: **10.98; 04.01; 08.04; 10.07**

Cross References:

- 6800 - Safety Operations and Maintenance of School Property
- 5240 - Evaluation of Staff
- 4040 - Public Access to District Records
- 4001 - Public Information Program
- 3410 - Student Health
- 3231 - Student Records
- 3210 - Nondiscrimination
- ~~2410 - High School Graduation Requirements~~
- ~~2140 - Guidance and Counseling~~
- 2104 - Federal and/or State Funded Special Instructional Programs
- 2090 - Program Evaluation
- 2020 - Course Design, Selection, and Adoption of Instructional Materials
- 1310 - Policy Adoption, Manuals and Administrative Procedures

---

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

Coversheet

6030 Financial Reports

Section: VIII. POLICY - REVIEW
Item: B. 6030 Financial Reports
Purpose: FYI
Submitted by:
Related Material: 6030 Financial Reports.pdf

Policy: 6030
Section: 6000 - Management Support

Financial Reports

Monthly Report
The business office will prepare a monthly budget status report of the following funds:

A. General Fund (GF);
B. Capital Projects Fund (CPF);
C. Debt Service Fund (DSF);
D. Associated Student Body Fund (ASB Fund); and
E. Transportation Vehicle Fund (TVF).

A “statement of financial condition” will be submitted to the board each month. The superintendent will reconcile ending net cash and investments, revenues and expenditures reported by the county treasurer with the district records for all funds. As part of the budget status report, the superintendent will provide each director with a brief written explanation of any significant deviation in revenue and/or expenditure projections that may affect the financial status of the district.

Annual Financial and Statistical Report
At the close of each fiscal year, the superintendent, as board secretary, will submit to the board an annual financial statistical report. The report will include at least a summary of financial operations for the year.

Reviewed by Griffin: **December 3, 2025**
WSSDA Last Revised: **April 01, 2013**
Griffin Adopted: **November 17, 1999**
Classification: **Discretionary**
Prior Revised Dates: **02.98; 12.11**

Legal References:
- RCW28A.150.230Basic Education Act - District school directors responsibilities
- RCW28A.400.030(3)Superintendents duties
- WAC392-123-110Monthly financial statements and reports prepared by school district administrator
- WAC392-123-115Monthly budget status reports
- WAC392-123-120Statement of financial condition - Financial position of the school district
- WAC392-123-125Personnel budget status report

- WAC392-123-132Reconciliation of monthly county treasurers statement to district records

Management Resources:

- 2013 - April Issue
- Public Records Transparency Report Form

Cross References:

- 6020 - System of Funds and Accounts

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

Coversheet

6040 Expenditures in Excess of Budget

Section: VIII. POLICY - REVIEW
Item: C. 6040 Expenditures in Excess of Budget
Purpose: FYI
Submitted by:
Related Material: 6040 Expenditures in Excess of Budget.pdf

Policy: 6040
Section: 6000 - Management Support

Expenditures in Excess of Budget

Total budget expenditures for each fund as adopted in the budget will constitute the appropriations of the district for the ensuing fiscal year. The board will be limited in the incurring of expenditures to the grand total of such appropriations.

Board members, administrators or staff who knowingly or negligently violate or participate in a violation of this policy by incurring expenditures in excess of appropriations will be held civilly liable, jointly and severally, for such expenditures, including consequential damages, for each such violation. If as a result of any civil or criminal action the violation is found to have been done knowingly, such board member, administrator or staff member who is found to have participated in such breach will immediately forfeit his/her office or employment.

In the event of an emergency requiring expenditures in excess of the budget, the board may adopt a resolution which states the conditions constituting the emergency and the amount of the appropriation necessary to correct the situation. At any other time that the budget is to be increased by making an additional appropriation, the board, after proper notice, will adopt a resolution stating the facts and the amount of appropriation necessary to correct the situation. Any person may appear at the meeting at which the appropriation resolution is to be voted on and may be heard for or against the adoption. Passage of the resolution requires a majority vote of all members of the board.

Griffin Reviewed: **December 3, 2025**
WSSDA Last Revised: **December 01, 2011**
Griffin Adopted: **November 17, 1999**
Classification: **Discretionary**
Prior Revised Dates: **2.06**

Legal References:

- RCW28A.225.250Cooperative programs among school districts - Rules
- RCW28A.505.150Budgeted expenditures as appropriations - Interim expenditures - Transfer between budget classes - Liability for non-budgeted expenditures

- RCW28A.505.170First class school districts - Emergency or additional appropriation resolutions - Procedure
- WAC 392-123-071Budget extension - First class school districts
- WAC 392-123-072Budget extension - Second class school districts

---

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

Coversheet

6213 Reimbursement for Travel Expenses

Section: VIII. POLICY - REVIEW
Item: D. 6213 Reimbursement for Travel Expenses
Purpose: FYI
Submitted by:
Related Material: 6213 Reimbursement for Travel Expenses .pdf

Policy: 6213
Section: 6000 - Management Support

Reimbursement for Travel Expenses

The actual and necessary expenses of a director, administrator, staff member or designate of the district incurred in the course of performing services for the district, whether within or outside of the district, may be reimbursed in accordance with the approval and reimbursement procedures of the district. For purposes of this policy, travel expense includes amounts paid for use of personal automobiles, other transportation, and actual expenses or reimbursement in lieu of actual expenses for meals, lodging and related items that are necessary while in the conduct of official business of the district. A staff member or district officer may be reimbursed for gratuities not exceeding customary percentages for the cost of meals as well as reasonable amounts for services such as baggage handling when the costs are incurred while the individual is engaged in district business or other approved travel.

Reimbursement for travel expenses will be made pursuant to the federal internal revenue code and Internal Revenue Service regulations.

Griffin Reviewed: **December 3, 2025**
Griffin Adopted: **April 27, 2016**
WSSDA Last Revised: **December 01, 2011**
Classification: **Important**
Prior Revised Dates: **12.99; 04.05**

Legal References:

- RCW28A.320.050Reimbursement of expenses of directors, other school representatives, and superintendent candidates - Advancing anticipated expenses
- RCW 42.24.090Municipal corporations and political subdivisions - Reimbursement claims by officers and employees
- Ch. 3, Sec. 4, Page 1School Accounting Manual

Management Resources:

- Policy News, April 2005 Credit Card Policy Updated
- Policy News, December 1999 IRS rules impact travel reimbursement

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

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 (Griffin).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

6023 Post Issuance Compliance

Section: IX. POLICY - REMOVAL
Item: B. 6023 Post Issuance Compliance
Purpose: Vote
Submitted by:
Related Material: 6023 Post Issuance Compliance (Griffin 2017).pdf

Policy 6023
Management Support: Governmental Bonds

GRIFFIN SCHOOL DISTRICT NO. 324, THURSTON COUNTY, WASHINGTON
POST ISSUANCE COMPLIANCE POLICY

This policy is intended to guide Griffin School District No. 324, Thurston County, Washington in meeting its obligations under applicable statutes, regulations and documentation associated with publicly offered and privately placed securities of the District. This policy addresses obligations of the District that arise and will continue following the issuance of securities. These obligations may arise as a result of federal tax law (with respect to tax-exempt securities) and securities laws (with respect to ongoing disclosure) or as a result of contractual commitments made by the District. This policy outlines obligations that may be applicable to each issue of securities and identifies the party to be responsible for monitoring compliance. In the District, the Superintendent will be responsible for ensuring that the policy is followed and checklists and records maintained. The Superintendent may delegate responsibility to employees and outside agents for developing records, maintaining records and checklists. The District will provide educational opportunities (opportunities to attend educational programs/seminars on the topic) for the parties identified in this policy with responsibilities for post-issuance compliance in order to facilitate their performance of these obligations.

A. Transcripts.

1. The District's bond counsel shall provide the District with two copies of a full transcript related to the issuance of securities (for each issue). The transcript shall be delivered in the following forms: two USB drives and transcripts shall be delivered to the District within six months following the date of issuance of securities. It is expected that the transcript will include a full record of the proceedings related to the issuance of securities, including proof of filing an 8038-G or 8038-GC, if applicable.

2. Bond transcripts will be retained by the following parties and in the following locations within the District: In the office of the Finance and Human Resources Administrator at 6530 33rd Avenue NW, Olympia, WA 98502.

B. Federal Tax Law Requirements (Applicable only if the securities are issued as "tax-exempt" securities).

1. *Use of Proceeds.*

a. If the project(s) to be financed with the proceeds of the securities will be funded with multiple sources of funds, the District will adopt an accounting methodology that:

(i) Maintains each source of funding separately and monitors the actual expenditure of proceeds of the securities;

(ii) Commingles the proceeds and monitors the expenditures on a first in, first out basis; or

(iii) Provides for the expenditure of funds received from multiple sources on a proportionate basis.

b. Records of expenditures (timing of expenditure and object code) of the proceeds of securities will be maintained by the Superintendent.

c. Records of investments and interest earnings on the proceeds of securities will be maintained by the Superintendent. Such records should include the amount of each investment, the date each investment is made, the date each investment matures and if sold prior to maturity, its sale date, and its interest rate and/or yield. Interest earnings on proceeds will be deposited in the fund in which the proceeds of the securities were deposited (if not, then the plan for use of interest earnings will be discussed with the District's bond counsel).

d. Records of interest earnings on reserve funds maintained for the securities.

2. *Arbitrage Rebate*. The Superintendent of the District ("Rebate Monitor") will monitor compliance with the arbitrage rebate obligations of the District for each issue ("issue") of securities which are described in further detail in the tax certificate if any, executed by the District for each issue and included in the transcript for the issue. If the District did not execute a tax certificate in connection with an issue, the Rebate Monitor should consult with the District's bond counsel regarding arbitrage rebate requirements. The District will provide educational opportunities (opportunities to attend educational programs/seminars on the topic) for the Superintendent in order to facilitate his/her performance of these obligations.

a. If the Rebate Monitor determines that the total principal amount of tax-exempt governmental obligations (including all tax-exempt leases, etc.) of the District issued by or on behalf of the District and subordinate entities during the calendar year, including the issue, will not be greater than $5,000,000, plus such additional amount not in excess of $10,000,000 as is to be spent for the construction of public school facilities, the Rebate Monitor will not be required to monitor arbitrage rebate compliance for the issue, except to monitor expenditures and the use of proceeds after completion of the project (see #3 below). For purposes of this paragraph, tax-exempt governmental obligations issued to currently refund a prior tax-exempt governmental obligation will only be taken into account to the extent they exceed the outstanding amount of the refunded bonds.

b. If the Rebate Monitor determines that the total principal amount of tax-exempt governmental obligations (including all tax-exempt leases, etc.) of the District issued or incurred any calendar year is greater than $5,000,000, plus such additional amount not in excess of $10,000,000 as is to be spent for the construction of public school facilities, the Rebate Monitor will monitor rebate compliance for each issue of tax-exempt governmental obligations issued during that calendar year.

(i) *Rebate Exceptions.* The Rebate Monitor will review the tax certificate, if any, in the transcript in order to determine whether the District is expected to comply with a spending exception that would permit the District to avoid having to pay arbitrage rebate. If the tax certificate identifies this spending exception (referred to as the six-month exception, the 18 month exception or the 2-year exception), then the Rebate Monitor will monitor the records of expenditures (see B.1 above) to determine whether the District met the spending exception (and thereby avoid having to pay any arbitrage rebate to the federal government). If the District did not execute a tax certificate in

connection with an issue, the Rebate Monitor should consult with bond counsel regarding the potential applicability of spending exceptions.

(ii) *Rebate Compliance.* If the District does not meet or does not expect to meet any of the spending exceptions described in (i) above, the District will:

x. Review the investment earnings records retained as described in B.1 above. If the investment earnings records clearly and definitively demonstrate that the rate of return on investments of all proceeds of the issue were lower than the yield on the issue (see the tax certificate in the transcript), then the District may opt not to follow the steps described in the following paragraph.

y. Retain the services of an arbitrage rebate consultant in order to calculate any potential arbitrage rebate liability. The rebate consultant shall be selected no later than the completion of the project to be financed with the proceeds of the issue. A rebate consultant may be selected on an issue by issue basis or for all securities issues of the District. The Rebate Monitor will obtain the names of at least three qualified consultants and request that the consultants submit proposals for consideration prior to being selected as the District's rebate consultant. The selected rebate consultant shall provide a written report to the District with respect to the issue and with respect to any arbitrage rebate owed if any.

z. Based on the report of the rebate consultant, file reports with and make any required payments to the Internal Revenue Service, no later than the fifth anniversary of the date of each issue (plus 60 days), and every five years thereafter, with the final installment due no later than 60 days following the retirement of the last obligation of the issue.

c. *Yield Reduction Payments.* If the District fails to expend all amounts required to be spent as of the close of any temporary period specified in the Tax Certificate (generally 3 years for proceeds of a new money issue and 13 months for amounts held in a debt service fund), the District will follow the procedures described in B.2.b.ii above to determine and pay any required yield reduction payment.

3. *Unused Proceeds Following Completion of the Project.* Following completion of the project(s) financed with the issue proceeds, the Superintendent will:

a. review the expenditure records to determine whether the proceeds have been allocated to the project(s) intended (and if any questions arise, consult with bond counsel in order to determine the method of re-allocation of proceeds); and

b. direct the use of remaining unspent proceeds (in accordance with the limitations set forth in the authorizing proceedings (i.e., bond ordinance) and if no provision is otherwise made for the use of unspent proceeds, to the redemption or defeasance of outstanding securities of the issue.

4. *Use of the Facilities Financed with Proceeds.* In order to maintain tax-exemption of securities issued on a tax-exempt basis, the financed facilities (projects) are required to be used for governmental purposes during the life of the issue. The Superintendent of the District will monitor and maintain records regarding any private use of the projects financed with tax-

Powered by BoardOnTrack

exempt proceeds. The IRS Treasury Regulations prohibit private business use (use by private parties (including nonprofit organizations and the federal government)) of tax-exempt financed facilities beyond permitted *de minimus* amounts unless cured by a prescribed remedial action. Private use may arise as a result of:

a. Sale of the facilities;

b. Lease of the facilities (including leases, easements or use arrangements for areas outside the four walls, e.g., hosting of cell phone towers);

c. Management contracts (in which the District authorizes a third party to operate a facility (e.g., cafeteria);

d. Preference arrangements (in which the District grants a third party preference of the facilities, e.g., preference parking in a public parking lot).

If the Superintendent identifies private use of tax-exempt debt financed facilities, the Superintendent will consult with the District's bond counsel to determine whether private use will adversely affect the tax-exempt status of the issue and if so, what remedial action is appropriate.

5. *Records Retention.*

a. Records with respect to matters described in this Subsection B will be retained by the District for the life of the securities issue (and any issue that refunds the securities issue) and for a period of three years thereafter.

b. Records to be retained:

(i) The transcript;
(ii) Arbitrage rebate reports prepared by outside consultants;
(iii) Work papers that were provided to the rebate consultants;
(iv) Records of expenditures and investment receipts (showing timing of expenditure and the object code of the expenditure and in the case of investment, timing of receipt of interest earnings). (Maintenance of underlying invoices should not be required provided the records include the date of the expenditure, payee name, payment amount and object code; however, if those documents are maintained as a matter of policy in electronic form, then the District should continue to maintain those records in accordance with this policy);
(v) Copies of all certificates and returns filed with the IRS (e.g., for payment of arbitrage rebate); and
(vi) Copies of all leases, user agreements for use of the financed property (agreements that provide for use of the property for periods longer than 30 days), whether or not the use was within the four walls (e.g., use of the roof of the facility for a cell phone tower).

C. Ongoing Disclosure. Under the provisions of SEC Rule 15c2-12 (the "Rule"), underwriters are required to obtain an agreement for ongoing disclosure in connection with the public offering of securities. Unless the District is exempt from compliance with the Rule as a result of certain permitted exemptions, the transcript for each issue will include an undertaking by the District to

comply with the Rule. The Superintendent of the District will monitor compliance by the District with its undertakings. These undertakings may include the requirement for an annual filing of operating and financial information and will include a requirement to file notices of listed "material events." For some types of material events (early bond calls), the State's fiscal agent has undertaken the responsibility of filing notice of the applicable material event.

D. Other Notice Requirements. In some instances, the proceedings authorizing the issuance of securities will require the District to file information periodically with other parties, e.g., bond insurers, banks, rating agencies. The types of information required to be filed may include (1) budgets, (2) annual financial reports, (3) issuance of additional debt obligations, and (4) amendments to financing documents. The Superintendent of the District will maintain a listing of those requirements and monitor compliance by the District.

Adopted Date: 2/22/17
Classification: Discretionary

Coversheet

Draft Priorities for Board Consideration

Section: XI. GRIFFIN LEGISLATIVE PRIORITIES FOR 2026 SESSION
Item: A. Draft Priorities for Board Consideration
Purpose: Vote
Submitted by:
Related Material: 2026 Griffin School District Legislative Priorities--DRAFT.pdf

GRIFFIN SCHOOL DISTRICT #324

6530 33rd Avenue NW, Olympia, Washington 98502
(360) 866-2515 www.griffinschool.us

Griffin School Board Legislative Priorities – DRAFT

"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."

\- Washington State Constitution Article IX

1. Fund, Support, and Preserve Transitional Kindergarten

Why this matters

- **Early Learning Preparation:** Transitional Kindergarten programs provide targeted, school-based early learning experiences for 4-year-olds who need additional preparation before kindergarten, supporting kindergarten readiness and long-term educational success. These programs help close opportunity gaps for students who do not have access to high-quality early childhood education. Griffin offers two sections of Transitional Kindergarten that are highly successful in preparing students for success in Kindergarten and beyond and demand for the program is high.

2. Increase Funding for Materials, Supplies, and Operating Costs (MSOC)

Why this matters

- **Costs Have Risen Faster Than Funding:** Essential non-staff expenditures like curriculum, technology, utilities, and especially **insurance premiums** have grown significantly in recent years, yet MSOC state allocations have not kept pace with inflation or actual district costs. At Griffin, insurance premiums have escalated 47% in the past four years, rising from $183,870.75 in 2022-23 to $348,535.60 in 2025-26. When the state underfunds these costs, Griffin must rely heavily on local levies, which reduces flexibility and undermines other priorities or services. Adequate MSOC funding allows districts to maintain safe, well-resourced schools without diverting funds from core instructional programming.

3. Fully Fund Special Education Services

Why this matters

- **Legal and Moral Obligation to Support Vulnerable Learners:** School districts are required to serve all students with disabilities regardless of cost. State funding currently falls short of covering actual special education costs, forcing districts to use local funds to fill gaps. Ensuring full funding strengthens the ability to provide individualized instruction and support services that improve outcomes for students with disabilities. Closing the funding gap prevents diversion of resources from other essential programs.

4. Resist New Unfunded Mandates and Stabilize District Budgets

Why this matters

- **Budget Impact of Mandates:** Unfunded or underfunded mandates (including increased compliance requirements without corresponding dollars) strain district budgets and divert resources from direct student services. Pausing new unfunded policy requirements helps districts manage existing responsibilities during these turbulent financial times and focus on planning responsibly, maintaining programs, and delivering consistent educational experiences.

Coversheet

Finance Director's Report

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

Griffin School District

Finance Director's Report

Board Meeting
December 17, 2025

Budget Status November 2025

General Fund
- Revenue 25.92% of Budget
- Expenditures & Encumbrances 34.43% 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 44.24% of Budget
- Expenditures 9.73% of Budget
- Noted Items:
  - Committed from Levy Proceeds $3,262,499.25
  - Restricted from State Proceeds $634,424.34
  - Restricted from Mitigation Fees $87,621.73

Debt Service Fund
- Revenues 56.53% of Budget
- Expenditures 0.00% of Budget
- Noted Items:
  - None at this time

Associated Student Body Fund
- Revenues 42.04% of Budget
- Expenditures & Encumbrances 25.04% of Budget
- Noted Items
  - Fundraising Activities

Transportation Vehicle Fund
- Revenues 5.17% of Budget
- Expenditures & Encumbrances 0.00% of Budget
- Noted Items – Bus Purchase

Other Items
- Monitoring Cash Flow
- W-2, 1099 Reporting
- Capital Projects

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: November **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	169,151.38	1,121,230.66		1,637,519.34	40.64
2000 LOCAL SUPPORT NONTAX	150,800	15,395.37	53,763.11		97,036.89	35.65
3000 STATE - GENERAL PURPOSE	5,941,988	297,069.04	1,307,103.74		4,634,884.26	22.00
4000 STATE - SPECIAL PURPOSE	2,392,521	119,655.99	524,943.61		1,867,577.39	21.94
5000 FEDERAL - GENERAL PURPOSE	0	0.00	0.00		0.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	355,302	28,661.81	81,506.55		273,795.45	22.94
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**	**629,933.59**	**3,088,547.67**		**8,825,813.33**	**25.92**

B. EXPENDITURES						
00 Regular Instruction	7,033,889	868,763.63	2,024,559.71	6,952.89	5,002,376.40	28.88
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	1,572,437	94,760.96	265,581.76	630,612.00	676,243.24	56.99
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	17,125.78	53,024.09	171.62	223,302.29	19.24
70 Other Instructional Pgms	330,632	2,432.25	6,672.45	0.00	323,959.55	2.02
80 Community Services	1,250	0.00	0.00	0.00	1,250.00	0.00
90 Support Services	3,282,664	224,509.81	982,299.83	333,165.19	1,967,198.98	40.07
Total	**12,497,370**	**1,207,592.43**	**3,332,137.84**	**970,901.70**	**8,194,330.46**	**34.43**

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)**	**(577,658.84)**	**(243,590.17)**		**339,418.83**	**(58.22)**
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**		**1,240,622.99**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: November | **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)	279,074.36
G/L 891 Unassigned Min Fnd Bal Policy	992,466	960,005.00
Total	**637,435**	**1,240,622.99**

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: November **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	86,467.65	577,630.39		746,651.61	43.62
2000 Local Support Nontax	47,585	11,198.74	29,298.60		18,286.40	61.57
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**	**97,666.39**	**606,928.99**		**764,938.01**	**44.24**

B. EXPENDITURES						
10 Sites	450,000	0.00	0.00	0.00	450,000.00	0.00
20 Buildings	1,219,500	262,551.69	262,551.69	10,000.00	946,948.31	22.35
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**	**262,551.69**	**281,986.13**	**10,000.00**	**2,708,013.87**	**9.73**

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)**	**(164,885.30)**	**324,942.86**		**1,953,075.86**	**(119.**
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**		**4,290,556.88**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: November | **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	3,262,499.25
G/L 863 Restricted from State Proceeds	183,511	634,424.34
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	87,621.73
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	306,011.56
G/L 890 Unassigned Fund Balance	0	0.00
Total	**2,338,320**	**4,290,556.88**

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: November **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	1,796.04	4,805.31		3,694.69	56.53
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**	**1,796.04**	**4,805.31**		**3,694.69**	**56.53**

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**	**1,796.04**	**4,805.31**		**(3,694.69)**	**(43.47)**
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**		**660,521.19**			

I. ENDING FUND BALANCE ACCOUNTS			
G/L 810 Restricted for Other Items	0	0.00	
G/L 830 Restricted for Debt Service	649,646	159,508.55	
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**	**660,521.19**	

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: November **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	3,167.24	5,495.68		3,854.32	58.78
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	75.00	1,799.00		3,501.00	33.94
6000 Private Moneys	1,700	0.00	0.00		1,700.00	0.00
Total	**17,350**	**3,242.24**	**7,294.68**		**10,055.32**	**42.04**
B. EXPENDITURES						
1000 General Student Body	9,800	0.00	762.31	30.00	9,007.69	8.08
2000 Athletics	0	5,309.46	6,315.96	0.00	(6,315.96)	0.00
3000 Classes	1,000	0.00	0.00	0.00	1,000.00	0.00
4000 Clubs	4,900	328.69	328.69	0.00	4,571.31	6.71
6000 Private Moneys	14,000	0.00	0.00	0.00	14,000.00	0.00
Total	**29,700**	**5,638.15**	**7,406.96**	**30.00**	**22,263.04**	**25.04**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(12,350)**	**(2,395.91)**	**(112.28)**		**12,237.72**	**(99.09)**
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**		**49,391.66**			
G. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	50		50.00			
G/L 819 Restricted for Fund Purposes	29,902		49,341.66			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**29,952**		**49,391.66**			
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: November **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	3,198.16	8,181.62		(681.62)	109.09
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**	**3,198.16**	**8,181.62**		**150,149.38**	**5.17**
B. 9900 TRANSFERS IN FROM GF	**0**	**0.00**	**0.00**		**0.00**	**0.00**
C. Total REV./OTHER FIN. SOURCES	**158,331**	**3,198.16**	**8,181.62**		**150,149.38**	**5.17**
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)**	**3,198.16**	**8,181.62**		**599,850.62**	**(101.**
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**		**1,252,083.08**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: November **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	1,252,083.08
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**	**1,252,083.08**

Differences	**0**	**0.00**