Griffin School District #324

Griffin School Board Meeting

Date and Time

Wednesday February 25, 2026 at 6:00 PM PST

Location

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

Board Meeting Zoom Link

Agenda

		Purpose	Presenter
I.	**Opening Items**		
A.	Record Attendance		
B.	Call the Meeting to Order Pledge of Allegiance Approval of Meeting Agenda Land Acknowledgement	Vote	
C.	School Board Recognition Athena O'Neill, Lion's Club		

		Purpose	Presenter
II.	**Public Comment**		
A.	Comments from the Public	FYI	
	Griffin School Board Meeting Public Comment Sign Up (Google Form)		
III.	**CONSENT AGENDA**		
A.	Approval of Board Meeting Minutes - January 28, 2026	Approve Minutes	
B.	Approval of Study Session Minutes - February 11, 2026	Approve Minutes	
C.	Approval of Warrants & Payroll	Vote	
D.	Approval of the Enrollment Report	Vote	
E.	Approval of the Personnel Report	Vote	
F.	Review of Public Records Requests	FYI	
G.	Approval of All Consent Agenda Items	Vote	
IV.	**NEW BUSINESS**		
A.	PFAS Treatment Plant	Vote	Alex Jones
V.	**OLD BUSINESS**		
A.	Resolution 25-26-02: Reduction in Force (RIF)	Vote	
B.	Visual Art Fee Proposal 2026-27	Vote	
VI.	**POLICY - NEW**		
VII.	**POLICY - UPDATES**		
A.	1310 Policy Adoption, Manuals & Administrative Procedures	Vote	

		Purpose	Presenter
B.	2104 Federal and/or State Funded Special Instructional Programs	Vote	
C.	3220 Freedom of Expression	Vote	
D.	3510 Associated Student Bodies	Vote	
E.	4040 Public Access to District Records	Vote	

VIII. POLICY - REVIEW

IX. POLICY - REMOVAL

A.	1810 Annual Governance Goals & Objectives	Vote	

X. DISTRICT REPORTS

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

XI. Closing Items

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

"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 - January 28, 2026

Section:	III. CONSENT AGENDA
Item:	A. Approval of Board Meeting Minutes - January 28, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Griffin School Board Meeting on January 28, 2026

APPROVED

Griffin School District #324

Minutes

Griffin School Board Meeting

Date and Time
Wednesday January 28, 2026 at 6:00 PM

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

Board Meeting Zoom Link

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

Directors Absent
None

Guests Present
Alex Jones, Allison Adair, Carrie Pipkin, Erin Hagen, Future Tech students and their families., Jason Pipkin, Karen Lett, Kim Ferra, Kirsten Rue, Rebekah Keiser, Traci Johnson

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Trish Hefton called a meeting of the board of directors of Griffin School District #324 to order on Wednesday Jan 28, 2026 at 6:00 PM.
Blair Baker made a motion to Approve the Agenda for January 28, 2026.
Julie Osterberg seconded the motion.
The board **VOTED** to approve the motion.

C. Future Tech & Board Recognition

The meeting walked down to the Middle School, to visit Jason Pipkin's Future Tech class, and students presented projects that they have been working on.
The School Board recognized Mr. Jason Pipkin for his instrumental efforts in establishing the Future Technology program.

Superintendent Rue noted that the program was Mr. Pipkin's brainchild. Last year, he initiated a conversation with the Superintendent to share his vision and innovative ideas. His proposal resonated deeply with the district's goals, leading to a collaborative effort to bring the concept to life.

While the administration assisted with scheduling logistics, Superintendent Rue emphasized that Mr. Pipkin performed the "heavy lifting" to build the curriculum and launch the course.

D. School Board Recognition Month

In honor of School Board Recognition Month in January, Superintendent Rue took a moment to recognize the district's directors. She shared that, as Superintendent, it had been a privilege to work with the five board members over the past two years. She noted that they had learned a great deal together regarding the complexities of running and governing a school district.

Superintendent Rue expressed her gratitude for the board's support during her transition as a new Superintendent. She remarked that they had been open to new ideas, many of which had proven successful for the district. She emphasized that stepping up to serve as a board member was a significant commitment, reminding the audience that these individuals served without pay.

She noted that the directors served because they believed in the Griffin school system, the community, and the goal of making the school an exceptional place for students. Superintendent Rue concluded by stating that the board understood the importance of investing in the community's youth, as they represented the future. She expressed her deep appreciation for the board's ongoing dedication and service.

II. Public Comment

A. Comments from the Public

No comments from the public.

III. CONSENT AGENDA

A. Approval of Board Meeting Minutes - December 17, 2025

Blair Baker made a motion to approve the minutes from Griffin School Board Meeting on 12-17-25.
Tesa Frevert seconded the motion.
Director Osterberg noted a mis-spelling of her last name in Section C. Correction was made.
The board **VOTED** to approve the motion.

B. Approval of Study Session Minutes - January 14, 2026

Blair Baker made a motion to approve the minutes from Griffin School Board Study Session on 01-14-26.
Tesa Frevert 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. Review of Public Records Requests

G. Approval of All Consent Agenda Items

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

IV. NEW BUSINESS

A. State of the District

Superintendent Rue gave a presentation of the current State of the District 2026.

District Achievements and Student Success

Superintendent Rue opened the presentation with significant news regarding the district's service to students with disabilities. Historically, the state had identified Griffin as a school in need of improvement in this area. However, recent Washington School Improvement Framework (WSIF) data—which integrates achievement in math, English Language Arts

(ELA), student growth, and attendance—showed a consistent upward trend in performance for students with disabilities over the last two years.

The Superintendent also highlighted the success of Griffin students transitioning to high school:
94.6% of the Class of 2025 graduated on time. The average GPA for these students was 3.22.
Griffin students significantly outperformed the state in 9th-grade success rates, with 92.1% on track to graduate compared to the state average of 72%.

Strategic Planning and School Improvement

The district remained focused on its Strategic Plan, specifically targeting three areas: Mathematics, Climate and Belonging, and Family Engagement.

Math: The district implemented "Math Boost" during elementary "WIN" (What I Need) time and provided professional development through iReady.

Belonging: Efforts included expanding enrichment courses, clubs, and student leadership opportunities. Plans were initiated to include student representatives on the School Board.

Engagement: The district successfully restructured middle school open houses and elementary family meetings. Additionally, the Instructional Materials Committee (IMC) was revitalized with parent representatives to review health and ELA curricula.

Facilities and Capital Projects

Superintendent Rue provided an update on projects funded by the local capital levy:

Completed: A high-efficiency propane boiler system was installed, kitchen hot water tanks were replaced, and the gym wall was repaired.

Water Quality: Although PFAS was detected at the source, filtration systems on bottle-filling stations successfully removed all detectable traces. The district committed to a source-fix for Summer 2026.

Upcoming: Planned upgrades included LED lighting, energy-efficient heat pumps for classrooms, and a library remodel to create a flexible teaching space.

Technology: The district completed a refresh of classroom projectors and teacher laptops, alongside the purchase of 75 new student iPads.

Fiscal Overview and Budget Challenges

Superintendent Rue detailed the district's financial health, noting that Griffin maintained the second-lowest tax rate in Thurston County at 1.8222 per $1,000. She clarified the "Ghostbuster Rule" of school finance: the district manages five distinct funds that cannot be "crossed" or blended.

The Superintendent expressed concern regarding the General Fund cash flow, which had trended downward since 2019. By December, the fund reached 8.08%, falling below the board-mandated 8.33% threshold. She identified several factors driving this instability:

Underfunded Substitutes: State funding for substitutes covered roughly one to two months of actual costs.

Inflation: Utilities and insurance costs rose by $200,000 over three years, far outstripping state allocations.

The Prototypical Model: The Superintendent argued that the state's funding model was inadequate. For example, the state funded only 1.3 Paraeducator positions, while Griffin required 14 to meet student needs.

The Superintendent concluded by emphasizing that while the district was not currently stabilized, she was committed to working with the board to reverse these trends and protect the district's fiscal future.

She asked if there were any questions.

Director Rose requested clarification on the specific risks associated with falling into "binding conditions." She noted that while there had been significant discussion regarding the importance of avoiding state oversight, the practical consequences remained a concern. She asked if the primary risk was simply that the state would assume the authority to make the district's financial decisions, thereby stripping the local board of its governing power. She noted it was important to clearly articulate what was at stake for the Griffin community should the district lose its financial autonomy.

Superintendent Rue explained that the prospect of entering binding conditions was a primary topic of concern among education leaders. She noted that in many of her professional meetings, there had been ongoing discussions regarding centralization—specifically the idea of the state pulling school districts together.

She shared that there was a growing sentiment among some superintendents that the state might be willing to allow districts to reach a zero balance as a catalyst for forced consolidation. She emphasized that the most significant risk in this scenario was the loss of local control. She concluded by stating that the district and the community would likely

need to have a serious conversation regarding the value and importance of maintaining their local autonomy.

Director Rose sought to put the current fiscal crisis into a historical context. She inquired whether it was accurate to state that more school districts were currently in binding conditions than at any other time in recent history.

Superintendent Rue confirmed that the number of districts in binding conditions had increased significantly since the previous year and anticipated that even more would reach that status by the end of the current fiscal year. The discussion noted a sharp contrast between the current financial landscape and the period prior to the COVID-19 pandemic, or even the decade leading up to it, suggesting a systemic shift in the stability of school district budgets across the state.

Superintendent Rue acknowledged the validity of the concerns regarding binding conditions, noting that she had engaged in private discussions with other local superintendents on the matter. She reported that several small, neighboring districts within the Educational Service District (ESD) were quietly exploring whether they might eventually need to "join forces" to survive financially.

She provided a specific example of a small district that had remained financially healthy by creating a robust online school. By enrolling approximately 2,000 students from across the state, that district generated significant revenue, whereas its neighbors continued to struggle. Superintendent Rue raised a critical question for the board and the state: whether such models provided a "fair shake" for all students and how a system of forced or voluntary consolidation would actually function.

She concluded by emphasizing that consolidation was a "big, heavy thing to ponder," but insisted that the community and the board must decide where they stood on the issue rather than ignoring it.

Director Rose observed that while the district's enrollment appeared to have stabilized recently, there was a broader, well-documented demographic shift resulting in fewer school-aged children across the region. She sought to emphasize the critical link between these population trends and the district’s financial health.

She noted that because the state’s Prototypical Funding Model is driven entirely by student headcount, any future decline in enrollment would cause a corresponding decrease in state funding. Director Rose suggested that this relationship needed to be explicitly "called out," as even a minor drop in student numbers would further reduce the already inadequate funding levels allocated for staffing and operations.

Superintendent Rue agreed with Director Rose’s suggestion to explicitly highlight the link between enrollment and fiscal health. She committed to developing a presentation slide

that illustrated the impact of declining birth rates—a demographic reality she believed many in the community might not fully realize.

Furthermore, Superintendent Rue provided critical context regarding the district's current enrollment composition. She noted that approximately 20% of the student body attended Griffin via Choice Transfers from other districts. She emphasized that being an "attractive choice" served the district and its taxpayers well, as these students brought in essential revenue, including:

State Apportionment: Basic education funding based on headcount.
Title Dollars: Federal funding for specific student support programs.
Special Education Funding: State and federal dollars for individualized education services.

The Superintendent concluded by noting that the district relied heavily on these transfers to maintain its current enrollment levels. She indicated that this dependency was an important factor for the board to consider in long-term strategic and fiscal planning.

V. POLICY - REVIEW

A. 2106 Program Copmpliance

Julie Osterberg made a motion to Approve the Review of Policy 2106.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

B. 6030 Financial Reports

Julie Osterberg made a motion to Approve the Review of Policy 6030.
Tesa Frevert seconded the motion.
The board **VOTED** to approve the motion.

C. 6040 Expenditures in Excess of Budget

Julie Osterberg made a motion to Approve the Review of Policy 6040.
Tesa Frevert seconded the motion.
The board **VOTED** to approve the motion.

D. 6213 Reimbursement for Travel Expenses

Julie Osterberg made a motion to Approve the Review of Policy 6213.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

VI. DISTRICT REPORTS

A.

Finance Director's Report

Finance Director Kim Ferra provided the board with budget status reports for each of the district's five funds, with a primary focus on the General Fund.

Seasonal Cash Flow Trends

Director Ferra addressed the cash flow concerns previously raised by Superintendent Rue. She noted that December and January typically represented the lowest points in the district's financial schematic. She explained the anticipated "bounce back" in the fund balance:

April Property Tax Collection: The second half of property tax collections in April usually provides a significant influx of revenue.
Year-End Expenditure Shifts: Toward the end of the school year, costs for substitutes and various other operating expenses naturally diminish, allowing the fund balance to stabilize before the fiscal year ends.

Budget Development and Mitigation Strategies

Director Ferra reported that both the administrative and finance teams recommended an early start to the upcoming budget cycle. She stated that the district would begin "dissecting" expenditures immediately to identify exactly how funds were being utilized.

The goal of this early intervention was to:

Mitigate Deficits: Identify areas of overspending to "stop the bleeding."
Restructure and Reallocate: Reform existing spending patterns to ensure resources are directed more effectively.
Ensure Solvency: Create a more sustainable and solvent financial situation for the district moving forward.

Director Ferra concluded by assuring the board that the finance department was committed to a rigorous review process to address the current fiscal challenges.

B. Superintendent's Report

Superintendent Rue concluded the meeting by highlighting several key initiatives and upcoming events, noting that much of her earlier report had been covered during the State of the District presentation.

Program and Facilities Updates

Restorative Center Launch: The Superintendent announced the opening of the district's new Restorative Center, coinciding with the start of the new semester. Student advocates

had been selected and were prepared to begin staffing the center during periods 3, 4, and 6. The program was designed to enhance the district's response to students' social-emotional and behavioral needs through a processed, supportive approach.

Long-Range Planning: A hard copy of the Long-Range Facilities, Grounds, and Technology Plan was provided to the board. The document detailed completed projects, those currently in progress, and future initiatives that remained part of the district's strategic roadmap.

Legislative Advocacy

Superintendent Rue informed the board that the following day was Public Education Advocacy Day in Olympia. She planned to monitor several key bills, with a particular focus on:

Transitional Kindergarten (TK): The district had been collecting data and "student stories" to advocate for the continued funding and importance of the TK program.
Legislative Strategy: The Superintendent committed to communicating with the board and the broader community regarding specific bills that required public support or testimony during the current legislative session.

VII. Closing Items

A. For the Good of the Order

Performing Arts: The school play was scheduled for Friday and Saturday evenings.

Music: The Kindergarten and First Grade (K-1) concert was set for the following evening.

Staff Appreciation: The board and Superintendent acknowledged the significant training and effort the staff had put in throughout the first semester to launch the new restorative programs.

B. Executive Session

The Board of Directors held the Executive Session in the Boardroom in the District Office.

No decisions were made.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:27 PM.

Respectfully Submitted,

Trish Hefton

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

Coversheet

Approval of Study Session Minutes - February 11, 2026

Section:	III. CONSENT AGENDA
Item:	B. Approval of Study Session Minutes - February 11, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Griffin School Board Study Session on February 11, 2026

APPROVED

Griffin School District #324

Minutes

Griffin School Board Study Session

Date and Time
Wednesday February 11, 2026 at 6:00 PM

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

Zoom Link

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

Directors Absent
Tesa Frevert

Directors who arrived after the meeting opened
Blair Baker

Guests Present
Allison Adair, Amy Morgan (remote), Anneka Brown, Erin Hagen, Kirsten Rue, Kyle Nixon, Rebekah Keiser

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Trish Hefton called a meeting of the board of directors of Griffin School District #324 to order on Wednesday Feb 11, 2026 at 6:00 PM.

C. Pledge of Allegiance & Land Acknowledgement

D. Approval of Agenda

Julie Osterberg made a motion to Approve the Agenda.
Emma Rose seconded the motion.
Directors Baker and Frevert are excused from the Study Session.
The board **VOTED** to approve the motion.

II. New Business

A. Resolution 25-26-02: Reduction in Force

Superintendent Kirsten Rue presented an initial reading of a proposed Reduction in Force (RIF) resolution for board review. This resolution, which covers both certificated and classified staff, is being brought forward for formal consideration at the next scheduled board meeting.

Superintendent Rue emphasized that while the administration remains hopeful that staff reductions can be avoided, the resolution serves as a necessary contingency plan. The primary driver for this measure is uncertainty regarding the state budget, specifically the potential elimination of Transitional Kindergarten funding. If these state-level funding cuts are realized, the district anticipates the RIF resolution will be required to maintain fiscal stability.

Board Chair Hefton asked if there was any discussion or questions regarding this?
No further discussion was had, and she stated that's for our information, and it'll come back to us at our regular meeting for approval.

B. Formal Recommendation from Superintendent

Superintendent Rue introduced a proposal to implement a $10 art fee for the upcoming school year to support a more robust visual arts program. Developed in collaboration with art teacher Mr. Fleming, the initiative aims to move the program away from a reliance on unpredictable grant funding and ensure students have the high-quality materials necessary for the curriculum to succeed.

The proposal addresses the district's current deficit in Materials, Supplies, and Operating Costs (MSOCs) through two distinct models:

Elementary Level: Students will receive a "Griffin Art Kit" for use in the classroom throughout the year. At the conclusion of the school year, students will be permitted to take the kit home.

Middle School Level: The fee will subsidize the higher-level supplies required for age-appropriate, advanced projects. These finished works of art will also be taken home by the students.

While acknowledging a general reluctance to add student fees, Superintendent Rue noted that this structured approach ensures all students have access to the tools needed for a high-level artistic experience while offsetting rising supply costs. In accordance with state law, the district will establish a plan to **waive or cover fees** for all families who qualify for free and reduced-price meals. This recommendation will be brought to the board for formal approval at the School Board Meeting February 25, 2026.

Following the initial proposal, the Board discussed the implementation details and long-term sustainability of the **$10 art fee** and associated supply kits.

Superintendent Rue clarified that because art is a required component of the elementary curriculum, the fee would apply to all elementary students. In contrast, middle school students would only assessed the fee during years they are enrolled in an art elective.

Director Rose questioned regarding environmental sustainability and the potential for waste if students receive a new kit every year. Key points of the discussion included:

- Reuse vs. Replenishment: Director Rose suggested exploring a system where durable items (such as pouches) could be reused and only consumables replenished to reduce waste and potentially lower costs.
-Organizational Constraints: Superintendent Rue noted that art teacher Eric Fleming is designing the kits with specific dimensions to allow for labeled, organized storage within the classroom.
-Administrative Burden: Director Hefton and Director Rose noted that a tiered replenishment system—tracking which items individual students return versus what needs replacing—could create an "administrative nightmare" that outweighs the cost savings, given that the $10 fee already only partially covers the total cost of materials.

The Board reaffirmed that the district will clearly communicate and ensure that fees are covered for any student in need. Superintendent Rue committed to consulting with Mr. Fleming to review the feedback regarding sustainability while maintaining an efficient organizational system for the classroom.

C.

Choice Transfer Process

Superintendent Rue provided an update on the upcoming Choice Transfer process, which is scheduled to open in mid-March. The presentation highlighted the timeline for applications and the significant impact transfer students have on the district's health and programming.

Early Bird Window: The district will accept applications between March 15 and April 30.
Prioritization: All applications are timestamped upon receipt. The first round of acceptance notifications will be issued to families who apply within this initial window.

Superintendent Rue reiterated that transfer students are vital to the district's ability to maintain high-quality programming for all students. Key data points included:

-Enrollment: Over 20% of the current Griffin student body consists of transfer students.
-Fiscal Impact: Rather than creating a financial burden, these students contribute over $1.5 million to the district budget. This funding is essential for delivering robust programming that benefits both resident and non-resident students.

The district is working to enhance the onboarding experience for incoming students, particularly at the Transitional Kindergarten (TK) and Kindergarten levels:

-Child Find Participation: Teachers will be released from standard duties to attend Child Find meetings, allowing them to connect with incoming transfer students early in the process.
-Engagement: New applicants will be invited to "meet and greet" sessions to foster a welcoming transition into the district.

In response to an inquiry from Director Hefton regarding the criteria for declining a transfer request, Superintendent Rue outlined the specific conditions under which the district may deny an application. These grounds are aligned with both district policy and state law. The district may decline a Choice Transfer application if any of the following conditions are met:

-Financial Hardship: If the student's enrollment would create an undue financial burden on the district.
-Program Availability: If the district does not currently offer the specific educational programming or specialized services required by the student.
-Disciplinary History: If the applicant has a documented history of violent, disruptive, or gang-related behavior at a previous school.
-Suspension/Expelled Status: If the student has a record of expulsion or a suspension lasting more than 10 consecutive days.

Superintendent Rue noted that these parameters ensure the district can maintain a safe and fiscally responsible learning environment for all students.

The Superintendent confirmed that the district denies transfer requests when a specific grade level or course section has reached its maximum capacity. The primary goal is to accommodate students without creating unnecessary "overloads" or requiring additional staffing.

Current Grade-Level Trends:
-7th Grade: This remains a uniquely large cohort, resulting in existing overloads that limit further transfer opportunities.
-3rd Grade: Although the total number of students is smaller, capacity is constrained because the grade level currently only operates with two sections (teachers).

Superintendent Rue noted that each transfer request is carefully vetted against these specific class-size and scheduling limits to ensure a balanced learning environment for all students.

Superintendent Rue addressed an inquiry from Director Rose regarding the potential for transfer students to incur higher-than-average costs for the district. She clarified that this was not the case, noting that the district maintained the right to decline transfers if the required programming was unavailable or if the district had reached capacity. She explained the careful fiscal analysis used when evaluating transfer applications:

-Cost-Benefit Analysis: She noted that she and Principal Keiser would occasionally approve a transfer even if it resulted in a teacher overload (overage). This decision was based on whether the revenue generated by the student significantly outweighed the cost of the overload stipend.
-Specialized Services: Acceptance was contingent on the student not requiring expensive specialized services that the district could not currently provide.

Ultimately, Superintendent Rue stated that she was comfortable with minor overloads in situations where the student's enrollment remained fiscally advantageous for the district.

D. Contracted Services Discussion

AI Subcommittee Presentation

Assistant Principal Hagen presented the findings and recommendations of the AI Subcommittee, which was established at the request of Superintendent Rue. The subcommittee, composed of Hagen, Kyle Nixon, and Anneka Brown, was tasked with researching school data storage systems and secure AI platforms to replace the current Panorama suite.

The subcommittee's research focused on finding secure, "closed" AI systems to ensure data privacy and digital citizenship. AI access had previously been disabled across the district pending this security review. The team evaluated vendor proposals, stakeholder feedback, and educational research to identify systems that would reduce the manual labor currently required for data entry and reporting.

The subcommittee recommended implementing two targeted systems rather than renewing the full Panorama suite:

1. Homeroom (SchoolData.net): A data storage and MTSS (Multi-Tiered Systems of Support) reporting tool.
-Features: Automated nightly syncing with Skyward and Clever; centralized "Whole Child" dashboards (attendance, behavior, academics); and an early warning system to flag students for intervention.
-Compliance: Includes custom reporting for state compliance and specialized screenings, such as dyslexia.

2. School AI: A secure, closed AI platform designed exclusively for K-12 education.
-Security: Features automated data scrubbing to ensure FERPA and COPPA compliance.
-Educator Tools: Provides modules for lesson planning, differentiation, and IEP/504 support to save teacher time.
-Policy Support: The company assists in drafting district Acceptable Use Policies (AUP) for AI.
-Survey Integration: Includes a "Spaces" feature for customized climate surveys, eliminating the need for a separate, paid survey platform.

The subcommittee emphasized that these recommendations align with the district's goal of strong fiscal stewardship. They proposed a potential start date in March or April. The transition would move the district away from manual spreadsheets—which currently require significant labor for nearly 600 students—to automated, real-time data tracking.

Superintendent Rue followed the subcommittee's presentation with an administrative analysis of the district's current three-year partnership with Panorama. She requested board guidance regarding future expectations for climate and Social-Emotional Learning (SEL) surveys, specifically focusing on fiscal responsibility and data accuracy. Superintendent Rue noted several limitations with the existing Panorama suite:

-Cost vs. Value: The current cost is approximately $10,000 per year solely for survey capabilities. The Superintendent characterized the platform as "fairly overpriced" relative to the district's actual needs.
-Lack of Customization: Panorama does not allow for customized survey questions, which limits the district's ability to target specific local concerns or align surveys with the Griffin Strategic Plan.

-Inaccurate Norming: Survey results for the middle school are currently normed against a Grades 6–12 bracket. This compares Griffin's middle schoolers to high school students, which the administration identified as an ineffective and potentially misleading metric.

The Superintendent presented two potential paths forward to improve fiscal stewardship:

-Strategic Survey Design: Using the previously mentioned School AI platform to create targeted, customized survey "spaces" driven by the district's Strategic Plan. This would be a significantly more cost-effective option.
-Regional Partnerships: Exploring a Washington-based company that offers survey services at roughly half the cost of Panorama, noting that Homeroom is also a local Washington vendor.

Superintendent Rue asked the Board for their "navigational beacons" regarding these changes. She acknowledged that moving away from Panorama would mean:

-Moving away from a research-based system adopted three years ago.
-The necessity of establishing new data baselines, as changing systems would make it difficult to compare new results directly with the past three years of Panorama data.

The Superintendent concluded by reiterating her commitment to making fiscally responsible decisions without disrupting the Board's long-term data goals or unexpectedly removing established systems.

Director Osterberg responded to the Superintendent's analysis by seeking clarification on the logistics and potential "pain points" of transitioning between data systems. Her inquiry focused on three primary areas.

Director Osterberg questioned what might be lost during a migration and whether the district could maintain a meaningful comparison between historical Panorama data and new data generated by a different system. She expressed a desire to ensure the district would not have to "turn its back" on previous insights, but rather find a way to make sense of existing data within a new framework. While acknowledging the risks of changing systems, Director Osterberg noted that the proposed alternatives appeared to offer superior tools, increased options, and a more favorable cost structure.

Superintendent Rue clarified that the proposed Homeroom system served a fundamentally different purpose than the district's current manual processes. She noted that staff members were currently spending excessive time aggregating data into spreadsheets, which was an inefficient use of personnel. By the time data was collected and sorted, the opportunity to implement timely student interventions was often lost.

The Superintendent stated that moving toward an automated system like Homeroom was a necessary investment in efficiency. She emphasized that this transition was particularly

critical given upcoming changes to special education laws effective in 2028. Under these new regulations, any special education referral will require documented evidence of prior interventions attempted through a high-functioning Multi-Tiered System of Support (MTSS).

Consequently, Superintendent Rue argued that the district must establish a robust and efficient MTSS framework now to ensure legal compliance and better student outcomes well before the 2028 deadline.

Assistant Principal Hagen provided additional context regarding the potential cost of retaining Panorama for survey purposes only. She noted that even if the district chose to maintain Panorama for surveys while simultaneously adopting the other two proposed programs (Homeroom and School AI), the combined cost of all three specialized systems would still be lower than the total price of the full Panorama suite.

While she acknowledged that managing three separate platforms would be slightly less convenient than a single-suite solution, the overall financial savings and improved functionality would be significant.

Director Osterberg requested further clarification on the operational structure and costs associated with the proposed systems. Assistant Principal Hagen explained that Homeroom functions as a centralized "data warehouse," but its primary value lies in its ability to communicate across the district’s existing digital infrastructure.

Assistant Principal Hagen highlighted that Homeroom utilizes the Clever single sign-on platform to bridge various data sources. Because students and teachers already use Clever to access curricula like iReady, Homeroom can automatically pull that information into a single, accessible location. In addition to classroom-level data, the system is designed to integrate the following:

-State Testing: Homeroom automatically imports SBAC data directly from the state.
-Behavioral Tracking: The vendor committed to building a custom integration for the district's PBIS Rewards program. This ensures that behavioral data is housed alongside academic and attendance records for a complete view of student progress.

By automating these connections, the district moves away from manual data entry and ensures that all information—from state scores to daily behavior—is synchronized nightly without additional staff labor.

Technology Coordinator Kyle Nixon provided further technical detail regarding the integration of behavioral data into the new system. He explained that the district would maintain flexibility in how information from PBIS Rewards is transferred into the Homeroom data warehouse.

Initially, the process would likely involve a CSV file export and upload, which could be managed manually a few times a week or nightly to ensure data remains current. However, Nixon noted that the vendor has the capability to build a more sophisticated backend integration. This development would automate the data transfer, further reducing the administrative burden on staff and ensuring that behavioral insights are synchronized with academic records without manual intervention.
Director Rose requested clarification on whether the integration of behavioral data would still require human intervention. Mr. Nixon stated for PBIS, they don't have a current integration.

Assistant Principal Hagen clarified that the backend integration of behavioral data would not incur an additional cost beyond the initial agreement. While the setup requires a brief period of manual processing to finalize the connection, the vendor’s support for this integration is included in the base pricing.

Financial Breakdown for Homeroom (SchoolData.net)
-Year One Setup: $3,000 (covers initial setup and backend integrations).
-Annual Licensing: $4,000.
-Annual Maintenance: $1,500.

Assistant Principal Hagen also detailed the benefits of the School AI platform, noting that it was the most cost-effective option researched by the subcommittee.

-Support Model: Extensive professional development and technical support are built into the base price, a feature that distinguishes it from other vendors who charge extra for these services.
-Licensing Structure: While licensing is calculated per student, the system remains teacher-focused. Educators will have a dedicated, forward-facing interface to manage student interactions, lesson planning, and AI-driven data insights.

Librarian Anneka Brown provided a detailed explanation of the administrative controls within the **School AI** platform. She compared the system's structure to **Google Classroom**, emphasizing that it is designed to provide a safe, supervised environment rather than unrestricted access to artificial intelligence.

Regarding account management, Brown noted that students do not create independent accounts. Instead, access is managed entirely through teacher accounts. Educators add students to their digital classroom environment, which maintains central oversight.

This structure prevents students from having free-range access to AI. The system is designed so that AI interaction only occurs within the parameters of specific assignments or modules initiated by the teacher. This allows educators to directly control how the technology is utilized during instructional time, ensuring that AI use remains focused on specific learning objectives and ethical digital citizenship.

Assistant Principal Hagen highlighted the built-in safeguards of **School AI**, distinguishing it from general-use platforms like ChatGPT. She noted that because the system was designed specifically for education, it effectively redirected students toward academic integrity. For instance, if a student prompted the AI to write an essay for them, the system would flag the attempt and decline the request. Instead of completing the work, the AI would offer to assist the student with an outline based on their existing research.

These security features provide teachers with real-time oversight and ensure that the AI acts as a tutor rather than a shortcut. Unlike non-secure, public AI models, School AI operates within a secure environment tailored for K-12 needs.

Regarding the cost of this platform, Erin Hagen confirmed the following:
-Per-Student Cost: $4.50 annually.
-Security Standards: The platform maintains closed security to ensure data is not shared with the broader world, unlike public-facing AI models.

Technology Coordinator Kyle Nixon explained the financial and strategic reasoning behind the subcommittee's proposed timeline. He provided the Board with two distinct budget scenarios: one for a standard rollout starting the following academic year, and another for an immediate start in March.

The subcommittee specifically requested prorated pricing and discounts from the vendors to allow for a soft launch during the current school year. The administration's goal in "jumping in now" was to provide staff with an introductory period to explore the platforms. By allowing teachers and administrators to familiarize themselves with the tools in a low-stakes environment this spring, the district could conduct more targeted and meaningful professional development sessions in August.

Kyle Nixon emphasized that this proactive approach would ensure that the district is fully operational and efficient by the start of the new school year, rather than spending the first few weeks of the term troubleshooting and learning the basic interface.

Director Hefton questioned whether the subcommittee had researched the programs currently used by **Capital High School**. She emphasized the importance of ensuring a smooth transition for Griffin students moving to the high school level and asked if the administration had considered how the proposed systems might impact that continuity.

Superintendent Rue responded to Director Hefton's inquiry regarding high school alignment. She confirmed that she had held a private discussion with the secondary Assistant Superintendent from OSD to assess their current stance on artificial intelligence.

Superintendent Rue reported that OSD has not yet "bought into" or implemented any specific school-based AI platforms. Consequently, while Griffin would be moving forward with its own secure system, there is currently no specific high school model to align with, as their administration has not yet formalized a choice in this area.

Superintendent Rue noted that based on her attendance at AI-focused events and conversations with other district leaders, **School AI** is rapidly gaining traction as a preferred, secure solution for schools.

Director Rose pivoted the discussion back to the district's survey strategy, expressing a desire to simplify the transition and protect the historical data momentum gained through Panorama. She acknowledged that while Panorama has been a crucial tool for understanding school climate over time, the district needs to ensure they aren't starting from scratch when switching systems.

Superintendent Rue framed the transition as a strategic shift toward more modern and meaningful data analysis rather than a simple cost-saving measure. She noted that while Panorama has been the "Cadillac" of survey systems, many districts were shifting toward AI tools to support their data needs. She observed that the district was currently paying approximately $10,000 annually for Panorama features that were not being fully utilized.

The Superintendent highlighted the benefits of AI-integrated platforms, specifically the ability to process qualitative data. She recalled how the district used similar tools during its strategic planning to analyze large volumes of written feedback for specific themes. She argued that moving beyond quantitative "multiple choice" answers to analyze student and staff sentiment through natural language would provide more depth to district insights.

Ms. Rue expressed strong hesitation regarding Panorama's typical three-year contract commitment. Given the rapid pace of technological change, she stated that locking the district into a long-term, high-cost contract was likely not a fiscally sound move. She questioned the necessity of a single "umbrella" suite, suggesting that several specialized, lower-cost tools could provide the same quality of product for less money.

For board members committed to research-based climate surveys, she proposed the **Center for Educational Effectiveness (CEE)** as a viable Washington-based alternative. She noted that while the first-year setup cost would be comparable to Panorama, the annual fee thereafter would be roughly 50% less.

Superintendent Rue concluded by stating she intended to recommend these shifts, though she welcomed further feedback from the Board. She acknowledged that climate data was a high priority when she was hired and emphasized that the goal was to maintain that focus while improving efficiency and modernizing the district's toolkit.

Director Rose clarified that the district's goal of collecting climate data was more important than the specific tool used, especially given current fiscal realities. Her main concern was how to "bridge" legacy Panorama data to a new system to avoid starting from scratch.

While she noted that a lack of direct continuity wouldn't necessarily be a dealbreaker, she urged the administration to ask vendors for strategies to migrate or benchmark previous datasets. She emphasized that having a clear plan for this transition was essential for the Board to continue interpreting district progress meaningfully.
Director Rose shifted the discussion toward the specific features of School AI, expressing a need for caution despite the platform's potential. She acknowledged the speed of the current technological paradigm shift but raised concerns regarding the appropriateness of AI for certain age groups.

Director Rose noted that while School AI includes a student-facing component, early research suggested that AI exposure may not be beneficial for elementary-aged students. She urged the administration to be "gut-level" thoughtful about implementation, noting that even for middle schoolers, strict guardrails are necessary. While she appreciated that the platform was designed specifically for education, she cautioned that the history of educational technology is "fraught" with systems designed to make themselves indispensable or difficult to leave.

She addressed the impact of AI on professional staff. She cited recent studies indicating that while AI can initially increase efficiency, it often leads to an over-reliance on the tools and eventually "fuller plates" as the capacity for more work increases.

Technology Coordinator Kyle Nixon addressed Director Rose’s concerns by highlighting the restrictive access controls within School AI. He explained that the platform’s design allowed elementary teachers to utilize AI for professional collaboration and lesson planning without ever granting students access to the technology.

Nixon emphasized that the system did not function as an open app that students could independently launch; instead, student interaction was only possible if a teacher intentionally shared a specific entry point, such as a link through Google Classroom. This structure ensured that educators remained the gatekeepers of the technology, allowing them to benefit from administrative efficiencies while keeping the student experience traditional. He noted that the vendor was being exceptionally mindful, vetting every step of their development before expanding any student-facing features.

Director Rose acknowledged the diverse attitudes among staff regarding new technology, noting that while some educators were eager to experiment with AI, others remained hesitant or preferred not to use these tools at all.

Kyle Nixon shared that the subcommittee had already conducted a preliminary survey of district staff to gauge their readiness and current engagement with AI. The survey consisted of approximately a dozen targeted questions designed to map the district's internal landscape.

Director Rose warned against a fragmented adoption of AI, noting that a "patchwork" of varying classroom policies would be confusing for students. She emphasized that student expectations should not depend solely on an individual teacher's personal comfort level with technology.

Assistant Principal Hagen clarified the distinction between establishing administrative guidelines and formal board policy regarding AI. She noted that because the technology was changing so rapidly, it would be impractical to rely solely on board policies that required frequent, formal votes throughout the year.

Director Osterberg asked for clarification if students had access to AI right now. Mrs. Hagen confirmed only the Future Tech class did, and Mr. Nixon commented that it is very limited.

III. Policy Updates

A. 1310 Policy Adoption, Manuals & Administrative Procedures

Blair Baker arrived at 6:54 PM.
Superintendent Rue provided a brief overview of proposed revisions to Policy 1310, specifically highlighting a new paragraph regarding policy implementation. These updates originated from WSSDA recommendations and served as necessary cross-references to the extensive policy updates the Board approved in December and January.

Ms. Rue explained that the amendment explicitly required all district procedures to prioritize student safety, privacy, and access to basic education. She noted that these changes were prompted by the rapid pace of global and technological shifts, ensuring the district's foundational governance remained focused on protecting student interests regardless of external changes.

Policy 1310 will be on the agenda for a voted update on February 25, 2026.

B. 2104 Federal and/or State Funded Special Instructional Programs

Superintendent Rue presented proposed updates to Policy 2104, which governs federal and state-funded special instructional programs. She noted that the current policy had not been significantly revised since 2000 and required alignment with modern WSSDA recommendations. Rue specifically questioned the efficiency of a legacy requirement stating that formal Board approval must be obtained before the district can submit applications for funding, such as Title I or LAP grants.

Suggesting that this requirement could create unnecessary delays in securing supplemental funds, Rue proposed eliminating or modifying the sentence to streamline the application process. She asked the Board for feedback on whether they preferred to maintain this strict approval authority or if they would find it more efficient to be notified of applications after the fact, ensuring that grant-seeking efforts are not hindered by the timing of Board meetings.

Director Hefton agreed with Superintendent Rue, noting that the current policy likely resulted in technical non-compliance because grant deadlines rarely align with the Board's meeting schedule. She argued that rigid approval requirements could obstruct the district's ability to secure funding on time. Hefton clarified that while the Board should maintain an understanding of new program development, the responsibility of finding and applying for the necessary funding should rest with the administration. She concluded that she felt no need for the Board to formally approve grant applications, as their focus should be on the strategic vision rather than the administrative pursuit of dollars.

Superintendent Rue suggested revising the policy to state that formal Board approval would only be required if a grant application resulted in a major change to district programming.

The Board reached a consensus to eliminate the formal approval requirement for grant applications, agreeing that such oversight was "too in the weeds" and hindered efficiency. Directors decided that a formal vote was unnecessary for the administrative pursuit of funding.
Instead, they favored a notification-based approach, where new funding and program developments would be shared through the Superintendent’s regular reports. This ensures the Board remains informed of significant programming shifts without delaying the district's ability to meet grant deadlines.

Superintendent Rue proposed removing a sentence in the third paragraph regarding "equivalence among schools" in staffing and resources. She explained that the language was intended for multi-school districts to ensure grant funding didn't create inequities between different buildings.

Since Griffin is a single-school district, Ms. Rue noted that the requirement to ensure equivalence between schools is a moot point. The Board agreed that eliminating this redundant language would clarify the policy and better reflect the district's actual structure. With these final adjustments, Superintendent Rue concluded her recommendations for the modernization of Policy 2104.

C. 3220 Freedom of Expression

Superintendent Rue introduced updates to **Policy 3220**, which defines the parameters of student freedom of expression. She noted that the current policy from 2000 is outdated and needs to reflect the modern reality of "student voice" within the Griffin community.

The Superintendent explained that these revisions—highlighted in yellow—align with the staff-facing expression policy recently reviewed by the Board. While the core intent remains consistent with the 2000 version, the updated language provides clearer definitions for protected expression. Ms. Rue emphasized that this update is particularly timely as the district intentionally creates more platforms for students to share their perspectives, ensuring a consistent framework for engagement across all grade levels.

D. 3510 Associated Student Bodies

Superintendent Rue introduced updates to **Policy 3510**, governing Associated Student Body (ASB) funds. She noted that the current policy had not been updated since 2000 and required substantial changes to align with the current **WSSDA** model and state financial regulations. A major shift in the new language clarifies how the ASB handles funds for non-student body purposes. The policy now explicitly defines the process for "holding funds in trust," which allows students to fundraise for specific charitable causes, such as a local food bank.

Under this updated framework, the ASB is authorized to:

-Act as a Custodian: Hold money specifically earmarked for outside charitable organizations.
-Conduct Targeted Fundraisers: Organize events with the express intent of donating proceeds.
-Streamline Disbursements: Ensure that funds raised for specific causes are distributed as planned while maintaining rigorous accounting standards.

Superintendent Rue emphasized that these updates provide students with a clear, legal pathway to engage in community service and philanthropy through their school organizations.

E. 4040 Public Access to District Records

Superintendent Rue presented updates to **Policy 4040**, modernizing public records access rules that had been stagnant since 2000. The primary change aligns the policy with a board resolution passed last year, which exempts the district from the burdensome requirement of maintaining a comprehensive index of every public record.

Ms. Rue noted that maintaining such an index would be "crazy" from an administrative standpoint. The revised policy formally codifies this exemption, ensuring the district remains in legal compliance with state transparency laws while protecting staff from unrealistic cataloging demands.

IV. Policy Removal

A. 1810 Annual Governance Goals & Objectives

Superintendent Rue recommended the formal removal of **Policy 1810**. Although passed in July 2024, it has been rendered redundant by the Board's adoption of **Policy 1820**, a newer **WSSDA** model that covers the same requirements.

Ms. Rue advised striking the older version to maintain a streamlined and efficient policy manual, preventing confusion between the two similar entries. This "cleanup" aligns with the district's ongoing efforts to modernize and simplify its governance framework.

V. Superintendent Updates

A. Superintendent Kirsten Rue

Student Board Representatives
Superintendent Rue announced plans to establish a process for appointing student representatives to the Board for the next school year. She requested that Board Chair Trish identify one or two members to join a planning committee to develop the selection process. The goal is to begin scheduling meetings soon to ensure the framework is ready for the upcoming term.

Relocation of Formal Board Meetings
The district plans to move formal Board meetings from the library to the cafeteria to improve professionalism and public accessibility. While study sessions will remain in the library, the cafeteria offers a larger screen, better spacing for presentations (such as band performances), and dedicated areas for public comment.

Key logistical considerations discussed included:
-Tech Upgrades: The district is investing capital funds in wired microphones to resolve audio echo issues and ensure reliable accessibility.
-Scheduling: Staff will coordinate with the Boys and Girls Club and other groups to minimize conflicts.
-Space Quality: The move is part of a broader effort to utilize the cafeteria as a high-quality professional development and community space.

Community Highlights
The Superintendent noted the overwhelming success of the Elementary PTO "Glow Dance." The event was so popular that it sold out, leading the PTO to look into expanding capacity for future events to meet high community demand.

VI. Closing Items

A.

For the Good of the Order

Director Baker commended Superintendent Kirsten Rue for her exceptional delivery during a recent "State of the District" presentation. She specifically noted that the information provided was "user-friendly" and highly informative for the community.

Baker also praised Ms. Rue's performance during the subsequent Q&A session, highlighting her ability to handle unpredictable questions with poise and clarity. She emphasized that this transparency and communication style are deeply appreciated by the board and the community at large.

Director Rose echoed Director Baker's praise, emphasizing that Superintendent Rue's transparency is a cornerstone of her leadership. She noted that Rue's willingness to share difficult news alongside successes is vital for establishing and maintaining community trust. Rose concluded that this honest approach demonstrates strong, effective leadership for the district.

Director Rose reported on regional successes, noting that neighboring districts Olympia and Shelton successfully passed their levies. While the state budget outlook remains difficult, she highlighted progress on two priority bills concerning **unfunded mandates** and **MSOCs**.

A virtual town hall with 35th District representatives is scheduled for **Tuesday at 6:25 PM**. Director Rose encouraged the Board to participate, submit questions on Transitional Kindergarten and funding, and identify themselves as Griffin School District representatives to maintain visibility.

Following her attendance at "Advocacy Day," Rose emphasized the importance of using the district's streamlined tools to contact legislators during this busy short session. She noted that active involvement in state politics is essential for ensuring the district's voice is heard on critical educational issues.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:16 PM.

Respectfully Submitted,
Trish Hefton

"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: Vote
Submitted by:
Related Material: Feb. 2, 2026 Enrollment Report.pdf

ENROLLMENT - February 2, 2026

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	19			
Daugherty	19			
Conley	18			
	56	*56.00*		***0***
FIRST GRADE				
Oestreich	18	*0.5*	*BK*	*0*
Shattuck	21			*0*
Singleton	19			*0*
	58	*57.50*		*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	23			*0*
Schreck	23			*0*
Smith	21			*0*
AD	**1**			
	68	*68.00*		*0*
*** FIFTH GRADE**				
Dowler	22	*0.93*	**TR**	*0*
Ehresmann	21			*0*
Potkonjak	21			*0*
	64	*63.07*		*0*
Total Elementar	**355**	*353.57*		0

Teacher	Head Count	FTE		Overage
SPECIAL EDUCATION - CASE LOADS				
Thompson	26			*0*
St Louis	23			*0*
Hickam	9			*0*
Brown	24			*0*
Hutnik	**6**			
	88			*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	26			*0*
Class 3	22			*0*
AG	**0**			
	78	*77.85*		*0*
*** EIGHTH GRADE**				
Class 1	19	*0.28*	*MG*	*0*
Class 2	22			
Class 3	19			*0*
St. Louis	1			*0*
	61	*60.72*		*0*
Total MS	**202**	*201.57*		0

Grade	GEA	State
Preschool	4	5
Transitional K	17	17
Kindergarten	20	17
First Grade	21	17
Second Grade	22	17
Third Grade	23	17
Fourth Grade	24	27
Fifth Grade	24	27
Sixth Grade	26	27
Seventh Grade	26	28
Eighth Grade	26	28

	Case Load	Case Load
SPED	27	27
Life Skills	10	10
Preschool (1:10)		10

****

ACTUAL		
PRESCHOOL	**4**	
TK	**29**	
SPED	**88**	
BASIC ED	**557**	*555.14*
TOTAL	**678**	
TOTAL:	**557**	
TOTAL FTE:	**555.14**	

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: Vote
Submitted by:
Related Material: Personnel Report Feb 2026.docx.pdf

Griffin School District

Personnel Report
Prepared by Kim Ferra

Personnel Report

February 27, 2026 School Board Meeting

Employment:

- No Report

Out of Endorsement:

- No Report

Leave of Absence:

- No Report

Extra-Curricular:

- Approval to hire **Griselda Kelly,** Girls Soccer Coach, effective February 27, 2026

Resignation/Termination/Provisional:

- No Report

Retirement:

- No Report

Other:

- No Report

Coversheet

Review of Public Records Requests

Section: III. CONSENT AGENDA
Item: F. Review of Public Records Requests
Purpose: FYI
Submitted by:
Related Material: PUBLIC RECORDS REQUEST LOG - 2025-2026 .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	Email
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			joanna.carns@gmail.com
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	https://drive.google.com/file/d/1tf6sD_Ilv2I9UW4puPc36U7i8R14vFYr/view?usp=drive_link	We do not have access to the "progress report".	N/A	Sept. 29, 2025			maitrisojourner@comcast.net
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			shickam@griffinschoo.us
January 9, 2026	Sarah Harmon	Copies of current or active executed contrtacts, agreements, amendments, and associated procurement documents between the Griffin School District #324 and Apple. * The names of the contracting parties * The nature and purpose of the contract * The contract start and end dates * The total contract value or cost * Any amendments, extensions, or renewals related to the contract	None - GSD does not have a contract, agreement, amendments, or associated procur3ement documents.	N/A	N/A	January 9, 2026			agent-sh@smartprocure.us
January 27, 2026	CT Mills Public Info Access LLC	Full Name Title/Position Work Email Address Work Location (School Name or Central Office)	https://drive.google.com/file/d/1RkttgTQv6qXk8vc-Upd42Z7SSZwdB96G/view?usp=sharing	No redactions	N/A	January 27, 2026			contact@educatorsupportnetwork.org
February 9, 2026	Chris Miller, Public Info Access LLC	records, policies, schedules, guidelines, or tables that identify: Dollar thresholds requiring approval by school administrators (e.g., principals) Dollar thresholds requiring approval by central office staff or department leadership Dollar thresholds requiring approval by the superintendent or designee Dollar thresholds requiring approval by the Board of Education	-Policy 6114: Gifts or Donations -Policy 6210: Purchasing: Authorization and Control -Policy 6215: Expense Claim Certification and Approval	No redactions	N/A	February 10, 2026			intake@educatorsupportnetwork.org
February 19, 2026	W. Robert Kelly	I'd like to please request a copy of the video of the Griffin School Board meeting that took place on October 25th, 2023.	None	Video was not located.		February 20, 2026			wrobertkelly@gmail.com
February 20, 2026	Eden Ding	we request a spreadsheet or equivalent file containing all purchase orders issued between January 1, 2022, and the present.	https://drive.google.com/file/d/1Dbrj4vUpEZBMFDeRXdbZ-zJWyNsSMU2Z/view?usp=sharing	Jan. 1, 2022-Aug. 31, 2022 due to system conversion		February 20, 2026			edending@thedatabranch.com
February 20, 2026	Gabrielle Faber	Would you please send me the parking lot surveillance footage of the drop-off line where my car was struck yesterday, 2/19/26 about 8:45am?	*https://drive.google.com/file/d/1-NHhWiyMgUMYEi-zZEAz9-WtOk1BxOyi/view?usp=drive_link. https://drive.google.com/file/d/17uG9dOnB5KOXANCQpK1rpuRbxJclLm44/view?usp=drive_link*			Febraury 20, 2026			gabe.maddox@gmail.com

Coversheet

PFAS Treatment Plant

Section: IV. NEW BUSINESS
Item: A. PFAS Treatment Plant
Purpose: Vote
Submitted by:
Related Material: Griffin School PFAS Bid.pdf

Bidder Contact Information

Name: American Pump & Electric, LLC dba: American Pump & Drilling
Phone: 360-754-7867
Email: mike@olypump.com
Address: PO Box 14996
Tumwater, WA 98511

Experience

Please list three public water treatment installation projects you have completed.

1. Silver Hawk #AC166
   4800 Pintail Court, Lacey, WA 98516
2. Huckleberry Water System
   7442 Cooper Point Road Northwest, Olympia, WA, 98502
3. Northwest Trek
   11610 Trek Dr E, Eatonville, WA 98328

Please list three references that may be contacted.

Name: Mike Manke Company: Silver Hawk Phone: 253-405-3857
Name: Kim Gubbe Company: Thurston PUD Phone: 360-357-8783
Name: Rob Rice Company: Rob Rice Homes Phone: 360-754-7010

Schedule

Are you able to start the work on or before February 22nd, 2026? Yes
If not, what date can the work be started? _____

Sub-Contractors

Company Name: None
Phone: _____
Work Subcontracting: _____

Company Name: _____
Phone: _____
Work Subcontracting: _____

Company Name: _____
Phone: _____
Work Subcontracting: _____

Company Name: _____
Phone: _____
Work Subcontracting: _____

Schedule A: Treatment Plant

It #	Quantity	Unit	Item	Unit Price	Total Price
A-1	1	LS	Mobilization	19,000.00	19,000.00
A-2	2	EA	Filter Vessel, Pentair, 36x57	8,800.00	17,600.00
A-3	50	EA	Purolite PFA694EBF Buffered Media, 50cuft	1,000.00	50,000.00
A-4	1	LS	Wellhouse Modifications	3,150.00	3,150.00
A-5	1	EA	UV Pre-Treatment	3,600.00	3,600.00
A-6	2	EA	Sediment Pre-Treatment	5,600.00	11,200.00
A-7	1	EA	Flow Control	810.00	810.00
A-8	1	LS	Piping, Fittings, and Miscellaneous Appurtenances	17,475.00	17,475.00
A-9	2	EA	Filter Vessel Adaption	610.00	1,220.00
A-10	2	EA	Meter, Flow	3,369.00	6,738.00
A-11	8	EA	Valve, Ball	328.00	2,624.00
A-12	1	LS	Hanger and Support	1,746.00	1,746.00
A-13	8	EA	Gage, Pressure, Liquid Filled	92.00	736.00
A-14	1	LS	Relocate Chlorine Injection	2,000.00	2,000.00
A-15	1	LS	Remove and Scrap Existing Hydro Tank	3,080.00	3,080.00
A-16	1	LS	Disinfection, pressure testing, coliform sampling of all new Components	7,000.00	7,000.00

Schedule A Subtotal: 147,979.00

Total 147,979.00

Notes:
>All items shall be supplied and installed by contractor, unless otherwise specified.
>Contractor is responsible for disposal of debris and/or proper disposal of existing replaced items.
>Above list is intended to cover the entire Scope of Work and includes all items readily evident to complete the job, even if not specifically listed.

Schedule B: Reservoir Replacement

It #	Quantity	Unit	Item	Unit Price	Total Price
B-1	1	LS	Mobilization	19,000.00	19,000.00
B-2	1	EA	Reservoir Tank, 5000 Gallon	13,628.00	13,628.00
B-3	1	EA	Tank Housing Slab Extension and Structure	47,580.00	47,580.00
B-4	2	EA	Valve, 4 Inch, Gate, AWWA	1,800.00	3,600.00
B-5	60	LF	Pipe, 4 Inch, PVC, C900	150.00	9,000.00
B-6	1	LS	Piping, Fittings, and Miscellaneous Appurtenances	16,112.00	16,112.00
B-7	1	LS	Relocate, Controls, Inside Reservoir	3,200.00	3,200.00
B-8	1	LS	Provide Temporary Potable Water	8,000.00	8,000.00
B-9	1	LS	Remove and Scrap Existing Reservoir	3,000.00	3,000.00
B-10	1	LS	Disinfection, pressure testing, coliform sampling of all new Components	7,000.00	7,000.00

Schedule B Subtotal: 130,120.00

Total 130,120.00

Notes:

>All items shall be supplied and installed by contractor, unless otherwise specified.

>Above list is intended to cover the entire Scope of Work and includes all items readily evident to complete the job, even if not specifically listed.

>Contractor is responsible for disposal of debris and/or proper disposal of existing replaced items.

Schedule C: Pressure Tank

It #	Quantity	Unit	Item	Unit Price	Total Price
C-1	1	LS	Pressure Tank	4,175.00	4,175.00
C-2	1	LS	Disinfection, pressure testing, coliform sampling of all new Components	2,700.00	2,700.00

Schedule C Subtotal: 6,875.00

Total 6,875.00

Notes:

>All items shall be supplied and installed by contractor, unless otherwise specified.

>Above list is intended to cover the entire Scope of Work and includes all items readily evident to complete the job, even if not specifically listed.

>Contractor is responsible for disposal of debris and/or proper disposal of existing replaced items.

Totals Summary

Schedule A: Treatment Plant	$ 147,979.00
Schedule B: Reservoir	$ 130,120.00
Schedule C: Pressure Tank	$ 6,875.00
Permits and Fees:	$ 1.00
Taxes:	$ 23,652.93
Project Total:	$ 308,627.93

Powered by BoardOnTrack

GRIFFIN SCHOOL PFAS BID TABULATION February 4,2026

AMERICAN PUMP AND DRILLING

Schedule A: Treatment Plant					
Item #	Quantity	Unit	Item	Unit Price	Total Price
a1	1	LS	Mobilization	$ 19,000.00	$ 19,000.00
a2	2	EA	Filter Vessel, Pentair, 36*57	$ 8,800.00	$ 17,600.00
a3	50	EA	Purolite PFA694EBF Buffered Media per CU FT	$ 1,000.00	$ 50,000.00
a4	1	LS	Wellhouse Mofdifications	$ 3,150.00	$ 3,150.00
a5	1	EA	UV Pre-Treatment	$ 3,600.00	$ 3,600.00
a6	2	EA	Sediment Pre-Treatment	$ 5,600.00	$ 11,200.00
a7	1	EA	Flow Control	$ 810.00	$ 810.00
a8	1	LS	Piping, Fittings, Misc Appurtenances	$ 17,475.00	$ 17,475.00
a9	2	EA	Filter Vessel Adaption	$ 610.00	$ 1,220.00
a10	2	EA	Meter, Flow	$ 3,369.00	$ 6,738.00
a11	8	EA	Valve, Ball	$ 328.00	$ 2,624.00
a12	1	LS	Hanger and Support	$ 1,746.00	$ 1,746.00
a13	8	EA	Gauge, Pressure, Liquid Filled	$ 92.00	$ 736.00
a14	1	LS	Relocate Chlorine Injection	$ 2,000.00	$ 2,000.00
a15	1	LS	Remove and Scapr Existing Hydro Tank	$ 3,080.00	$ 3,080.00
a16	1	LS	Dissinfection, Pressure Test, Coliform Sampoling of all new Components	$ 7,000.00	$ 7,000.00
			Schedule A Subtotal		$ 147,979.00

Schedule B: Reservoir Replacement					
b1	1	LS	Mobilization	$ 19,000.00	$ 19,000.00
b2	1	EA	5000 Gallon Reservoir Tank	$ 13,628.00	$ 13,628.00
b3	1	EA	Tank Housing Slab Extension and Structure	$ 47,580.00	$ 47,580.00
b4	2	EA	4" AWWA Gate Valve	$ 1,800.00	$ 3,600.00
b5	60	LF	4" PVC C900	$ 150.00	$ 9,000.00
b6	1	LS	Piping, Fittings, Misc Appurtenances	$ 16,112.00	$ 16,112.00
b7	1	LS	Relocated Controls Inside Reservoir	$ 3,200.00	$ 3,200.00
b8	1	LS	Provide Temporary Potable Water	$ 8,000.00	$ 8,000.00
b9	1	LS	Remove and scrap existing reservoir	$ 3,000.00	$ 3,000.00
b10	1	LS	Dissinfection, Pressure Test, Coliform Sampoling of all new Components.	$ 7,000.00	$ 7,000.00
			Schedule B Subtotal		$ 130,120.00

Schedule C: Pressure Tank					
c1	1	LS	Pressure Tank	$ 4,175.00	$ 4,175.00
c2	1	LS	Dissinfection, Pressure Test, Coliform Sampoling of all new Components	$ 2,700.00	$ 2,700.00
			Schedule C Subtotal		$ 6,875.00

TOTAL SUMMARY	
Schedule A Subtotal	$ 147,979.00
Schedule B Subtotal	$ 130,120.00
Schedule C Subtotal	$ 6,875.00
Permits and Fees	$ 1.00
SUBTOTAL	$ 284,975.00
Sales Tax 3400 @ 8.3%	$ 23,652.93
PROJECT TOTAL	$ 308,627.93

Coversheet

Resolution 25-26-02: Reduction in Force (RIF)

Section:	V. OLD BUSINESS
Item:	A. Resolution 25-26-02: Reduction in Force (RIF)
Purpose:	Vote
Submitted by:	
Related Material:	25-26-02 RESOLUTION_ RIF.pdf

GRIFFIN SCHOOL DISTRICT #324

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

Resolution 25-26-02
Reduction in Force (RIF)

The undersigned, being all the directors of the Griffin School District Board of Directors, hereby sign the following amended resolutions:

WHEREAS, the Board of Directors of Griffin School District #324 has received the recommendations of the Superintendent concerning the necessity for and the extent of a certified and/or classified staff reduction for the 2026-2027 school year; and

WHEREAS, a financial necessity exists based on a reduction of anticipated funding that creates the prospect of insufficient funds to provide the same educational program the District now offers; and

WHEREAS, a financial necessity exists for the District to reduce and reorganize its educational program and certified and/or classified staff for the 2026-2027 school year based upon this necessity;

THEREFORE, BE IT RESOLVED, by the Board of Directors of Griffin School District #324 as follows:
The Board hereby finds that the financial situation of the District necessitates implementation of the certified and/or classified reduction-in-force. The Board directs the Superintendent to explore alternatives to layoff in order to implement the educational program. In the event that the Superintendent determines there are no feasible alternatives, the Superintendent is directed to give appropriate notice of layoff to implement the above-described educational program and reduction-in-force and reorganization, and to reduce, re-assign and transfer certified and/or classified staff members as required to implement the reduced educational program for the 2026-2027 school year.

ADOPTED this day on the _____of February 2026.

Board Chair: _____

Vice Chair: _____

Director: _____

Director: _____

Director: _____

Secretary to the Board: _____

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

Coversheet

Visual Art Fee Proposal 2026-27

Section: V. OLD BUSINESS
Item: B. Visual Art Fee Proposal 2026-27
Purpose: Vote
Submitted by:
Related Material: Visual Art Studio Fee 2026-27.pdf

GRIFFIN SCHOOL DISTRICT #324

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

FORMAL RECOMMENDATION FROM THE SUPERINTENDENT

SUBJECT MATTER	• Visual Art Studio Fee for 2026-27 School Year
APPLICABLE REGULATIONS *(LINK: RCW, POLICY, CBA, HANDBOOK ETC.)*	• Policy 3520 Student Fees, Fines, or Charges
ACCOMPANYING DOCUMENTATION *(if necessary)*	• N/A
COUNCIL FROM ATTORNEY OR INSURANCE CO. *(if necessary)*	• N/A
CONNECTION TO STRATEGIC PLAN *(if necessary)*	• Commitment #1: Effective & Engaging Instruction; Outcome A: Student-centered teaching and learning; Key Action i: Involve students in identifying real-world challenges they care about and want to address. • Commitment #1: Effective & Engaging Instruction; Outcome B: Students apply learning through engaging, real-world experiences, Key Action ii: Expand enrichment opportunities and equip spaces with materials and technology for hands-on exploration, engineering, and design thinking. • Commitment #4: Responsible Fiscal & Operational Management; Outcome A: Financial planning that reflects strategic priorities and demonstrates responsible stewardship of public funds while acknowledging fiscal constraints; Key Action iv: Strive to maintain healthy reserves, in compliance with district policy.

RECOMMENDATION TO THE BOARD OF DIRECTORS

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

GRIFFIN SCHOOL DISTRICT #324

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

Approval of a $10 Art Studio Fee for elementary and middle school students who are enrolled in Art, if determined fiscally necessary by the Superintendent.

RATIONALE

It is the goal of the Griffin School District to provide robust learning experiences for our student body related to the Visual Arts. To provide a quality program requires consumable resources and art supplies. This fee will ensure that every student has the developmentally appropriate art supplies that they need in order to explore, design, and learn at high levels in their Art class.

The district will pay the fee for families that request assistance and that qualify for free and reduced meals.

SUPERINTENDENT SIGNATURE: Kristen M. Rue	DATE: 2/19/26

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

Coversheet

1310 Policy Adoption, Manuals & Administrative Procedures

Section:	VII. POLICY - UPDATES
Item:	A. 1310 Policy Adoption, Manuals & Administrative Procedures
Purpose:	Vote
Submitted by:	
Related Material:	1310 Policy Adoption Manuals and Administrative Procedure.pdf

Policy 1310
Section: 1000 - Board of Directors

Policy Adoption, Manuals and Administrative Procedures

Policy Adoption

Proposed new policies and proposed changes in existing policies will be presented in writing for reading and discussion. Unless it is deemed by the board that immediate action would be in the best interests of the district, the final vote for adoption will take place not earlier than the next succeeding regular or special board meeting. Any written statement by any person relative to a proposed policy or amendment should be directed to the board secretary prior to the second reading. The board may invite oral statements from staff members or community members as an order of business.

When the board of directors is considering a district policy or amendment to policy that is not expressly or by implication authorized by state or federal law, but which will promote the education of kindergarten through eighth grade students in public schools or will promote the effective, efficient or safe management and operation of the district, the proposed policy will be described in any notice of the meetings at which the policy will be considered, if the notice is issued pursuant to the Open Public Meetings Act, Ch. 42.30 RCW. The board of directors will provide an opportunity for public written and oral comment on such policies before adoption or amendment.

In the event that immediate action on a proposed policy is necessary, the motion for its adoption will provide that immediate adoption is in the best interest of the district. No further action is required. All new or amended policies will become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended will be made a part of the minutes of the meeting at which action was taken and will also be included in the district's policy manual.

Non-substantive editorial revisions and changes in administrative, legal and/or cross references need not be approved by the board.

Policy Interpretation

It is the policy of the state of Washington that policies and procedures adopted by school districts under Title 28A RCW must prioritize the protection of every student's safety, access to

the state's statutory program of basic education as defined in RCW 28A.150.203, and privacy, to the fullest extent possible, except as required by state or federal law.

Policy Manuals
The superintendent will develop and maintain a current policy manual which contains the policies of the district.

The manual is intended as both a tool for district management as well as a source of information to community members, staff and others about how the district operates. To that end, each administrator will have ready access to the manual. In addition, a manual will be available as the superintendent may determine for the use of staff, students and community members.

All policy manuals distributed to anyone will remain the property of the district. They will be subject to recall at any time.

Administrative Procedures
The superintendent will develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the board.

When a written procedure is developed, the superintendent will submit it to the board as an information item. Such procedures need not be approved by the board, though the board may request a revision when it appears that they are not consistent with the board's intentions as expressed in its policies. Procedures need not be reviewed by the board prior to their issuance; however, on controversial topics, the superintendent may request prior board consultation.

Griffin Updated: _____
Griffin Review: **February 11, 2026**
WSSDA Last Revised: **July 16, 2025**
Griffin Adopted: **July 24, 2024**
Classification: **Important**
Prior Revised Dates: **02.00; 12/01/2011**

Legal References:

- RCW 28A.320.010 Corporate powers
- RCW 28A.320.040 Bylaws for board and school government
- RCW 42.30.060 Ordinances, rules, resolutions, regulations, etc., adopted at public meetings - Notice - Secret voting prohibited
- Engrossed Substitute House Bill 1296 (2025), Section 101

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Coversheet

2104 Federal and/or State Funded Special Instructional Programs

Section:	VII. POLICY - UPDATES
Item:	B. 2104 Federal and/or State Funded Special Instructional Programs
Purpose:	Vote
Submitted by:	
Related Material:	2104 Federal and_or State Funded Special Instructional Programs.pdf

Policy: 2104
Section: 2000 - Instruction

Federal and/or State Funded Special Instructional Programs

The district will participate in those special programs that are funded by state and/or federal government for which a local need can be defined and for which a local program would be developed if funds were available.

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I. It is the Board's intent that Title I funds will be used efficiently and effectively to benefit the academic opportunities and progress of students in School-wide or Targeted Assistance Programs.

Title I funds will be used to provide educational services that are in addition to the regular services provided for district students.

The superintendent or designee will adopt procedures to ensure that planning, implementation, and evaluation phases of a special program comply with the rules and regulations of the funding agency.

Griffin Updated: _____
Griffin Review: **February 11, 2026**
WSSDA Last Revised: **February 01, 2018**
Classification: **Important**
Prior Revised Dates: **08.04; 12.11**
Griffin Adoption: **May 17, 2000**

Legal References:
- RCW 28A.300.070 Receipt of federal funds for school purposes - Superintendent of public instruction to administer
- 20 U.S.C. 6321(c) Title I Comparability Report

Management Resources:
- 2018 - February Policy Issue

Cross References:
- 2190 - Highly Capable Programs
- 2108 - Learning Assistance Program

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Coversheet

3220 Freedom of Expression

Section: VII. POLICY - UPDATES
Item: C. 3220 Freedom of Expression
Purpose: Vote
Submitted by:
Related Material: 3220 Freedom of Expression.pdf

Policy: 3220
Section: 3000 - Students

Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. The district encourages students' verbal and written expression of opinion on school premises so long as it does not substantially disrupt the operation of the school or otherwise violate this policy. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

Student Publications

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. Although substantively financed and operated by the district, student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media, consistent with chapter 28A.600 RCW. Material appearing in such publications may reflect various areas of student interest, including topics about which there may be controversy and dissent. When engaging with a controversial issue, student publications should strive to provide in-depth treatment and represent a variety of viewpoints. Such materials may not:

- Be libelous or slanderous;
- Be an unwarranted invasion of privacy;
- Be obscene or profane, such that it would violate federal or state laws, rules or regulations or incites others to violate federal or state laws, rules or regulations, including the standards established by the federal communications act or applicable federal communication commission rules or regulations;
- Incite students so as to create a clear and present danger of the material and substantial disruption of the school;
- Violate district policy or procedure related to harassment, intimidation, bullying, or related to the prohibition on discrimination pursuant to RCW 28A.642.010.
- Violate federal or state laws, rules, regulations, or incite the violation of such laws; or
- Advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent will develop guidelines, assuring that students are able to exercise freedom of expression so long as it does not present a material and substantial disruption of the orderly operation of the school, implementing the standards above, and establishing procedures for the

prompt review of any materials that appear not to comply with the standards.

Distribution of Materials

Students and district staff may distribute student publications or other materials on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.

Students responsible for the distribution of material that leads to a substantial disruption of school activity or otherwise interferes with school operations will be subject to corrective action, including suspension or expulsion, consistent with student discipline policies.

No one who is neither a student nor a district employee may distribute materials on school grounds.

Griffin Updated: _____
Griffin Review**: February 11, 2026**
WSSDA Last Revised: **October 13, 2021**
Classification: **Critical**
Prior Revised Dates: **10.01; 12.06; 12.11; 07.15; 05.18; 06/01/2018**
Griffin Adoption: **March 15, 2000**

Legal References:

- RCW 28A.600

Management Resources:

- 2021 - October Issue
- 2018- June Policy Alert
- 2018 - May Issue
- 2015 - July Policy Alert
- Policy News, August 2001 A Few Civil Liberty Reminders

Cross References:

- 2340 - Religious-Related Activities and Practices
- 3241 - Student Discipline

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Coversheet

3510 Associated Student Bodies

Section: VII. POLICY - UPDATES
Item: D. 3510 Associated Student Bodies
Purpose: Vote
Submitted by:
Related Material: 3510 Associated Student Bodies.pdf

Policy: 3510
Section: 3000 - Students

Associated Student Bodies

An associated student body (ASB) will be formed in each school within the district whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district.

An ASB will be a formal organization of students, including sub-components or affiliated student groups. Each ASB will submit a constitution and bylaws to the board for approval. The constitution and bylaws will identify how student activities become approved as student body activities and establish standards for their supervision, governance, and financing.

Subject to such approval process, any lawful activity that promotes the educational, recreational, or cultural growth of students as an optional extracurricular or co-curricular activity may be considered for recognition as an ASB activity. Any lawful fundraising practices that are consistent with the goals of the district and that do not bring disrespect to the district or its students may be acceptable methods and means for raising funds for student body activities. The board may act or delegate the authority to a staff member to act as the ASB for any school that contains no grade higher than grade six.

The school principal will designate a staff member as the primary advisor to the ASB and assure that all groups affiliated with the ASB have an advisor assigned to assist them. Advisors will have the authority and responsibility to intervene in any activities that are inconsistent with district policy, ASB standards, student safety, or ordinarily accepted standards of behavior in the community. When in doubt, advisors will consult with the school principal regarding the propriety of proposed student activities. Student activities cannot include support or opposition to any political candidate or ballot measure.

Each ASB will prepare and submit annually a budget for the support of the ASB program to the board for approval. All property and money acquired by ASBs, except private nonassociated student body funds, will be district funds and will be deposited and disbursed from the district’s ASB program fund.

Money acquired by ASB groups through fundraising and donations for scholarships, student exchanges, and charitable purposes will be private nonassociated student body fund moneys.

Solicitation of funds for nonassociated student body fund purposes must be voluntary and must be accompanied by notice of the intended use of the proceeds and the fact that the district will hold the funds in trust for their intended purpose. Nonassociated student body fund moneys will be disbursed as determined by the group raising the money. Private nonassociated student body funds will be held in trust by the district for the purposes indicated during the fundraising activities until the student group doing the fundraising requests disbursement of the funds and the accounts of the fundraising are complete and reconciled.

The board may establish and collect a fee from students and nonstudents as a condition to their attendance at, or participation in, any optional noncredit extracurricular district event of a cultural, social, recreational, or athletic nature. If the board establishes such a fee or fees, the superintendent or designee will establish a procedure for waiving fees for students who are eligible to participate in the federal free or reduced-price meals program and for reducing fees for students' family members and other nonstudents sixty-five or older who, by reason of their low income, would have difficulty in paying the entire amount of such fees. Fees collected pursuant to this paragraph shall be deposited in the ASB program fund of the district.

Classification: Essential (Required if students raise money for school activities)

Griffin Updated: _____
Griffin Review: **February 11, 2026**
WSSDA Last Revised: **August 20, 2020**
Classification: **Critical**
Prior Revised Dates: **04.01; 12.11; 12.14; 02/01/2020**
Griffin Adopted: **March 15, 2000**

Legal References:

- RCW 28A.325.010 Fees for optional noncredit extracurricular events - Disposition
- RCW 28A.325.020Associated student bodies - Powers and responsibilities affecting
- RCW 28A.325.030Associated student body program fund - Fundraising activities - onassociated student body program fund moneys
- Chapter 392-138 WAC Finance - Associated student body moneys
- RCW 28A.325.050 Associated student body program fund - Publication of information on school district web site

Management Resources:

- 2020 - August Issue
- 2020 - February February Issue
- 2014 - December Issue

Cross References:

- 2150 - Co-Curricular Program
- 3515 - Student Incentives
- 4200 - Parent Access and Safe and Orderly Learning Environment
- 6020 - System of Funds and Accounts

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Coversheet

4040 Public Access to District Records

Section: VII. POLICY - UPDATES
Item: E. 4040 Public Access to District Records
Purpose: Vote
Submitted by:
Related Material: 4040 Public Access to District Records.pdf

Policy: 4040
Section: 4000 - Community Relations

Public Access to District Records

Consistent with Washington State law, the Board is committed to providing the public full access to records concerning the administration and operations of the District. Such access promotes important public policy, maintains public confidence in the fairness of governmental processes, and protects the community's interest in the control and operation of its common school district. At the same time, the Board desires to preserve the efficient administration of government and acknowledges the privacy rights of individuals whose records may be maintained by the District. This policy and the accompanying procedure are intended to facilitate access to school district records without compromising operational efficiency or privacy rights.

As used in this policy and the accompanying procedure, "school district records" is a broad term that includes any writing containing information relating to the conduct of the District or the performance of any District governmental or proprietary function prepared, owned, used, or retained by the District regardless of physical form or characteristics. A "writing" as used in this policy and procedure is likewise a broad term that means any handwriting, typewriting, printing, photocopying, photographing, or other means of recording any form of communication or representation. Included within these definitions are digital and electronic forms of communication, including emails, texts or messages through any medium or application, pages, postings and comments from any District-operated or District-sponsored website. The District will retain public records in compliance with state law and regulations.

The definition of "school district records" does not include records that are not otherwise required to be retained by the District and are held by volunteers who do not serve in an administrative capacity, have not been appointed by the District to a District board, commission, or internship, and do not have a supervisory role or delegated District authority.

Because of the tremendous volume and diversity of records continuously generated by a public school district, the Board has declared by formal resolution that trying to maintain a current index of all of the District's records would be impracticable, unduly burdensome, and ultimately interfere with the operational work of the District. Additionally, the Board hereby finds that it would be unduly burdensome to calculate the costs of producing public records, given the multiple different electronic and manual devices used to produce public records, as well as the fluctuating costs of District supplies and labor.

The Superintendent will develop—and the Board will periodically review—procedures consistent with state law that will facilitate this policy. The Superintendent will also appoint a Public

Records Officer who will serve as a point of contact for members of the public who request the disclosure of public records. The Public Records Officer will be trained in the laws and regulations governing the retention and disclosure of records, and shall oversee the District's compliance with this policy and state law.

Griffin Updated: _____
Griffin Review: **February 11, 2026**
WSSDA Last Revised: **July 24, 2023**
Classification: **Important**
Prior Revised Dates: **08.98; 10.05; 05.06; 02.10; 12.11; 04.15; 12.15; 07/01/2017**
Griffin Adopted: **July 19, 2000**

Legal References:

- Chapter 5.60 RCW WITNESSES - COMPETENCY
- Chapter 13.04.155(3) RCW Notification to school principal of conviction, adjudication, or diversion agreement - Provision of information to teachers and other personnel - Confidentiality.
- Chapter 26.44.010 RCW Declaration of purpose.
- Chapter 26.44.030(9) RCW Reports - Duty and authority to make - Duty of receiving agency - Duty to notify - Case planning and consultation - Penalty for unauthorized exchange of information - Filing dependency petitions - Investigations - Interviews of children - Records - Risk assessment process.
- Chapter 28A.605.030 RCW Student education records - Parental review - Release of records - Procedure.
- Chapter 28A.635.040 RCW Examination questions - Disclosing - Penalty.
- Chapter 40.14 RCW Preservation and destruction of public records
- Chapter 42.17A RCW Campaign Disclosure and Contribution
- Chapter 42.56 RCW Public Records Act
- WAC 392-172A Rules for the provision of special education
- Public Law 98-24, Section 527 of the Public Health Services Act, 42 USC 290dd-2
- 20 U.S.C. 1232g Federal Education Rights Privacy Act (FERPA)
- 20 U.S.C. 1400 et. seq. Individuals with Disabilities Education Act (IDEA)
- 42 U.S.C. 1758(b)(6)
- 34 CFR Part 300 ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES
- 45 CFR Part 160-164 GENERAL ADMINISTRATIVE REQUIREMENTS, ADMINISTRATIVE REQUIREMENTS AND SECURITY AND PRIVACY

Management Resources:

- 2023 - July Issue
- 2017 - July Issue
- 2015 - December Issue
- 2015 - April Issue
- 2012 - April Issue
- 2010 - February Issue
- Policy News, June 2006
- Policy News, October 2005
- Washington State Office of the Attorney General Open Government Training
- Washington State Office of the Attorney General Model Rules on Public Disclosure

Cross References:

- 3231 - Student Records
- 6513 - Workplace Violence Prevention

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Coversheet

1810 Annual Governance Goals & Objectives

Section:	IX. POLICY - REMOVAL
Item:	A. 1810 Annual Governance Goals & Objectives
Purpose:	Vote
Submitted by:	
Related Material:	1810 Annual Governance Goals and Objectives.pdf

Policy: 1810
Section: 1000 - Board of Directors

Annual Governance Goals and Objectives

Each year the board will formulate goals and objectives to guide effective board governance. The goals and objectives may include but are not limited to board functions of:

A. Responsible school district governance;

B. Communication of and commitment to high expectations for student learning;

C. Creating conditions district-wide for student and staff success;

D. Holding the district accountable for student learning; and

E. Engagement of the community in education.

At the conclusion of the year the board will reflect on the degree to which it has met its goals and objectives by conducting a board self-assessment and engaging in board development activities where needed.

Cross References:	1822 - Training and Professional Development for Board Members 1820 - Board Self-Assessment 1005 - Key Functions of the Board
Management Resources:	2012 - February Issue

Adoption Date: **July 2024**

Classification: **Encouraged**
Revised Dates: **12.98; 02.12**

Coversheet

Finance Director's Report

Section: X. DISTRICT REPORTS
Item: A. Finance Director's Report
Purpose: FYI
Submitted by:
Related Material: Finance Report Feb 2026.docx.pdf
Budget Status January 2026.pdf

Griffin School District

Finance Director's Report

Board Meeting
February 25, 2026

Budget Status January 2025

General Fund

- Revenue 38.04% of Budget
- Expenditures & Encumbrances 48.07% 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 46.97% of Budget
- Expenditures 10.38% of Budget
- Noted Items:
  - Committed from Levy Proceeds $3,280,862.55
  - Restricted from State Proceeds $638,42.74
  - Restricted from Mitigation Fees $88,218.18

Debt Service Fund

- Revenues 106.87% of Budget
- Expenditures 0.00% of Budget
- Noted Items:
  - None at this time

Associated Student Body Fund

- Revenues 56.24% of Budget
- Expenditures & Encumbrances 33.36% of Budget
- Noted Items
  - Fundraising Activities

Transportation Vehicle Fund

- Revenues 10.12% of Budget
- Expenditures & Encumbrances 0.00% of Budget
- Noted Items – Bus Purchase

Other Items

- Monitoring Cash Flow
- Capital Projects

Powered by BoardOnTrack

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: January **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	5,761.20	1,141,642.89		1,617,107.11	41.38
2000 LOCAL SUPPORT NONTAX	150,800	40,799.68	120,087.28		30,712.72	79.63
3000 STATE - GENERAL PURPOSE	5,941,988	459,000.00	2,300,828.00		3,641,160.00	38.72
4000 STATE - SPECIAL PURPOSE	2,392,521	130,690.42	870,287.88		1,522,233.12	36.38
5000 FEDERAL - GENERAL PURPOSE	0	0.00	0.00		0.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	355,302	8,845.92	99,248.36		256,053.64	27.93
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**	**645,097.22**	**4,532,094.41**		**7,382,266.59**	**38.04**

B. EXPENDITURES						
00 Regular Instruction	7,033,889	513,866.22	3,045,728.23	11,613.96	3,976,546.81	43.47
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	1,572,437	147,480.42	678,229.90	454,482.00	439,725.10	72.04
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	16,865.86	86,949.75	0.00	189,548.25	31.45
70 Other Instructional Pgms	330,632	2,349.96	11,453.07	0.00	319,178.93	3.46
80 Community Services	1,250	0.00	0.00	0.00	1,250.00	0.00
90 Support Services	3,282,664	246,549.46	1,480,876.83	238,265.32	1,563,521.85	52.37
Total	**12,497,370**	**927,111.92**	**5,303,237.78**	**704,361.28**	**6,489,770.94**	**48.07**

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)**	**(282,014.70)**	**(771,143.37)**		**(188,134.37)**	**32.27**
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**		**713,069.79**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: January **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)	(248,478.84)
G/L 891 Unassigned Min Fnd Bal Policy	992,466	960,005.00
Total	**637,435**	**713,069.79**

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: January **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	2,613.35	587,672.12		736,609.88	44.38
2000 Local Support Nontax	47,585	11,994.56	56,491.34		(8,906.34)	118.72
3000 State - General Purpose	0	200.26	200.26		(200.26)	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**	**14,808.17**	**644,363.72**		**727,503.28**	**46.97**

B. EXPENDITURES						
10 Sites	450,000	0.00	0.00	0.00	450,000.00	0.00
20 Buildings	1,219,500	8,187.48	270,941.97	13,521.27	935,036.76	23.33
30 Equipment	330,500	3,350.78	22,785.22	4,218.12	303,496.66	8.17
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**	**11,538.26**	**293,727.19**	**17,739.39**	**2,688,533.42**	**10.38**

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)**	**3,269.91**	**350,636.53**		**1,978,769.53**	**(121.**
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**		**4,316,250.55**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: January **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	3,280,862.55
G/L 863 Restricted from State Proceeds	183,511	638,742.74
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	88,218.18
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	308,427.08
G/L 890 Unassigned Fund Balance	0	0.00
Total	**2,338,320**	**4,316,250.55**

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: January **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	1,876.18	9,083.99		(583.99)	106.87
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**	**1,876.18**	**9,083.99**		**(583.99)**	**106.87**

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**	**1,876.18**	**9,083.99**		**583.99**	**6.87**
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**		**664,799.87**			

I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	649,646		163,787.23			
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**		**664,799.87**			

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: January **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	224.30	7,603.84		1,746.16	81.32
2000 Athletics	0	0.00	0.00		0.00	0.00
3000 Classes	1,000	0.00	0.00		1,000.00	0.00
4000 Clubs	5,300	0.00	2,153.75		3,146.25	40.64
6000 Private Moneys	1,700	0.00	0.00		1,700.00	0.00
Total	**17,350**	**224.30**	**9,757.59**		**7,592.41**	**56.24**
B. EXPENDITURES						
1000 General Student Body	9,800	30.00	792.31	162.45	8,845.24	9.74
2000 Athletics	0	2,289.00	8,604.96	0.00	(8,604.96)	0.00
3000 Classes	1,000	0.00	0.00	0.00	1,000.00	0.00
4000 Clubs	4,900	19.82	348.51	0.00	4,551.49	7.11
6000 Private Moneys	14,000	0.00	0.00	0.00	14,000.00	0.00
Total	**29,700**	**2,338.82**	**9,745.78**	**162.45**	**19,791.77**	**33.36**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(12,350)**	**(2,114.52)**	**11.81**		**12,361.81**	**(100.**
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**		**49,515.75**			
G. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	50		50.00			
G/L 819 Restricted for Fund Purposes	29,902		49,465.75			
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**		**49,515.75**			
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: January **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	3,468.40	16,025.51		(8,525.51)	213.67
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**	**3,468.40**	**16,025.51**		**142,305.49**	**10.12**
B. 9900 TRANSFERS IN FROM GF	**0**	**0.00**	**0.00**		**0.00**	**0.00**
C. Total REV./OTHER FIN. SOURCES	**158,331**	**3,468.40**	**16,025.51**		**142,305.49**	**10.12**
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)**	**3,468.40**	**16,025.51**		**607,694.51**	**(102.**
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**		**1,259,926.97**			

Budget Status Report

2025-2026 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: January **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	1,259,926.97
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**	**1,259,926.97**

Differences	**0**	**0.00**