Griffin School District #324

Griffin School Board Study Session

Date and Time

星期三 九月 9, 2026 at 6:00 下午 PDT

Location

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

Zoom Link

Agenda

		Purpose	Presenter
I.	**Opening Items**		
	A. Record Attendance		
	B. Call the Meeting to Order		
	C. Pledge of Allegiance		
	D. Approval of Agenda	Vote	
II.	**New Business**		
	A. School Improvement Plan (SIP)	FYI	Kirsten Rue

		Purpose	Presenter
	SIP First Reading		
B.	Student Performance Review from 2025-26	FYI	Principal Keiser & Assistant Principal Hagen
C.	Superintendent's Goals for 2026-27	FYI	Kirsten Rue
	First Reading of Superintendent Rue's Goals for the 2026-27 school year.		
D.	Board Commitments for 2026-27	Discuss	Kirsten Rue
E.	Griffin School Board Student Representative Application	Discuss	Kirsten Rue

III. Old Business

IV. New Policy

A.	2100 Educational Opportunities for Students with a Parent in the Military	Discuss

V. Policy Updates

A.	2000 Student Learning Goals	Discuss
B.	2004 Performance Improvement Goals	Discuss
C.	2025 Copyright Compliance	Discuss
D.	2090 Program Evaluation	Discuss
E.	2126 HIV-Aids Prevention Education	Discuss

VI. Policy Review

A.	2005 School Improvement Plans	FYI
B.	2029 Animals as Part of the Instructional Program	FYI

VII. Policy Removal

A.	2101 Instruction in Basic Skills & Work Skills	Discuss

VIII. Superintendent Updates

		Purpose	Presenter
A.	Superintendent Kirsten Rue	FYI	

IX. Closing Items

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

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

Coversheet

School Improvement Plan (SIP)

Section: II. New Business
Item: A. School Improvement Plan (SIP)
Purpose: FYI
Submitted by:
Related Material: 2026-2027 Griffin-consolidated-school-improvement-plan.docx.pdf

Consolidated School Improvement Plan 2026-27

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: Griffin School	**Does your school share a building with another school?** Yes ☐ No ☒ **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 324	**Grade Span:** TK-8th **School Type: Public Elementary/Middle**
Principal: Rebekah Keiser	**Building Enrollment:** 550 (including TK); 530 (not including TK)
School District: Griffin	**F/R Percentage:** 29.4%
Board Approval Date: Anticipated approval on September 23, 2026	**Special Education Percentage:** 18.4%

Washington Office of Superintendent of PUBLIC INSTRUCTION

Plan Date: August 19, 2026	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3: T1 Compound

Vision and Mission Statement

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

Mission: Griffin School District is committed to providing high quality student centered education that:

- Promotes academic excellence and prepares students for future success
- Fosters a safe, inclusive and supportive learning environment
- Builds strong partnerships with families and the community

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
Rebekah Keiser	Principal	Principal
Erin Hagen	Assistant Principal	Assistant Principal
Aisha Tanaka, Elizabeth Thompson, Anneka Brown, Jenelle Hutnik, Kayleen Evans, Tanisha Smith, Carrie Pipkin	Griffin Leadership Team	Staff Leaders

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	6.1	7.18	7.85
Comprehensive Graduation Rate	N/A	N/A	N/A
Student Group			
American Indian/Alaska Native	N/A	N/A	5.1
Asian	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A	N/A

Hispanic/Latino	6.0	5.53	5.93
Two or more races	7.65	6.38	7.23
White	6.85	7.65	8.18
English Learner	N/A	N/A	N/A
Low Income	3.73	4.18	5.2
Special Education	1.48	3.3	4.5

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary): This section is not required for Griffin (we are a Title 1, Part A Schoolwide program)

5

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

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the **Examining Resource Inequities Tool**. Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Training for staff in the following areas: Crisis Prevention Institute training, Science of Literacy training, cultural responsiveness training.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Attendance rates amongst our American Indian/Alaskan Native students is approximately 25% lower when compared with all students; our reflections above indicate that the make-up of our staff is not reflective of our student population and that our staff may need more support in cultural responsiveness.

Priority #2: Our current reading benchmark scores reflect that 44% of our upcoming 3rd graders in 2026-27 will require Tier 2 reading intervention and, overall in elementary school, our data reflects a need for a research based, systematic Tier 1 foundations and Tier 2 reading intervention to support early literacy skills for all.

Priority #3: When analyzing our discipline data, we noticed that students with disabilities were approximately twice as likely as other students to experience exclusionary discipline.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions *(*activities, practices, or strategies*)* for SY 2025-26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the Step-by-Step School Improvement Planning and Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note*: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

SY 2026-2027 SMARTIE Goal #1:

A: Increase overall iReady Spring scores from 63% proficient in 2026 to 68% proficient in Spring 2027.

B: Decrease the percent of 3rd grade students in need of Tier 2 supports from 44% to 20% by Spring 2027.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ****Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

We expect to see improved iReady winter benchmark scores that would indicate that we are on track to reach 68% proficient in the Spring. A reasonable winter benchmark score would be 65% proficient. We would also expect to see our 3rd graders who require Tier 2 support to decrease by the end of the 1st semester from 44% to 30%.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Implement Literacy Instruction that is focused on the Science of Reading *Strong* ***What resources will be used for implementation?*** Professional development ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* UFLI Intervention Curriculum, K-2; Reading Rev Intervention curriculum for grades 3-5 ***What resources will be used for implementation?*** *(For example, professional development, extended*	***What data will be collected to measure the impact of implementing this EBI?*** *iReady Benchmark data* ***How will the impact on equitable learning or behavior change be measured?*** iReady data will be disaggregated	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** District administration, principals, PLC leads, MTSS team ***When will this EBI occur?*** *Fall 2026* ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** *During Fall, Winter, and Spring iReady benchmark assessment windows*	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

time, curriculum, materials, etc.?) Para support for targeted reading intervention ***What student groups will benefit and why?*** Students who are at risk in regard to their reading skills				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #2:

A: Increase the overall regular attendance rates from 81.55% in June of 2026 to 84% or higher by June 2027.

B: Increase the regular attendance rate for American Indian/Alaskan Native students from 50% (as measured by the 12 students currently identified in our SIS from 25-26) in June of 2026 to 75% or higher by June 2027.

C: Develop an internal tracking system for truly identifying native students and track their regular attendance rates.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

We expect to see an increase in overall monthly attendance when compared to each month of the previous school year. We expect to see improvement in the attendance of our American Indian/Alaskan Native students. We expect that we will have a more accurate, internal tracking system of our students who identify as Native American, allowing us to have a more accurate picture of our the attendance rates of our Native students.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Whole school attendance campaign; cultural responsiveness training; collaboration with Squaxin Island Tribe; internal identification of native students *Strong* ***What resources will be used for implementation? (For example, professional development, extended***	***What data will be collected to measure the impact of implementing this EBI?*** *Whole student body attendance rates; Native American/Alaskan Native attendance rates* ***How will the impact on equitable learning or behavior change be measured?*** We will look for increased attendance rates	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principals, counselors, MTSS team, teachers, office professionals, parents/guardians ***When will this EBI occur?*** *Starting in September, 2026 and extending throughout the school year* ***When or how often will progress be monitored or data reviewed? Be as specific as possible.***	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

time, curriculum, materials, etc.?) Parent Square family communication tool ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Professional development ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Click or tap here to enter text. ***What student groups will benefit from and why?*** All students, with a focus on Alaskan Native/American Indian		*We will measure mid-year and end of year progress*		

For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #3:

By the end of the 2026-2027 school year (assessing in Spring 2027), Griffin School will improve and sustain its PBIS Tiered Fidelity Inventory (TFI) implementation by achieving and maintaining a fidelity score of 80% (from 67%) or higher on the Tier 1 section of the Spring TFI assessment.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ****Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

The PBIS/Discipline Committee will have reviewed the TFI data, identified the targeted areas for growth, and set internal action plans in place to achieve the 80% fidelity score by next spring, 2027. New Tier 1 behavioral expectations will be in place.
Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*
End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Conduct a PBIS Tiered Fidelity Inventory (include Tiers 1-3) and design plan to improve score; PBIS training and TFI implementation training; reestablish Tier 1 behavior/discipline expectations *Strong* ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Extended time for PBIS/Discipline Committee ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** PBIS Conference/Training	***What data will be collected to measure the impact of implementing this EBI?*** *Tiered Fidelity Inventory data* ***How will the impact on equitable learning or behavior change be measured?*** Improvement in our TFI scores will measure improvement in our systems that support student behavior	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** PBIS/Discipline Team, MTSS Team, Building Administration, Superintendent ***When will this EBI occur?*** *The TFI will be administered in full every spring; the PBIS/Discipline team will meet monthly to plan and carry out the action plans that lead toward systems improvement* ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** *The TFI will be administered in full every spring; the PBIS/discipline team will meet monthly to monitor progress*	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Click or tap here to enter text. ***What student groups will benefit and why?*** Click or tap here to enter text.				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these

questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2026–2027, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

   Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

   Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

   Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

   Click or tap here to enter text.

Section 8: 2026–2027 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the

formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2026–2027, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

   Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2027-2028 SIP.

   Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2026–2027) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

   Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

   Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2027–28?

   Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

   Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2027–28.

   Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1.
2. Click or tap here to enter text.

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***NOTE**: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **"not applicable"** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* *Payroll rosters for de-escalation training of all staff (CPI Training); whole school attendance campaign; PBIS Tiered Fidelity Inventory; CPI training of trainers.*
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* *Science of Reading literacy programs; paraeducator support*
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* *PBIS training; science of reading training; cultural responsiveness training; MTSS conference/training and resources*
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.*

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***NOTE**: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **"not applicable"** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
		Training related to new ELA and Math standards; Principal Legal Training; Science of Reading Training, to include training of a trainer.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* *N/A*
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* *N/A*
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.* *Paraprofessional support for K-4 literacy support and for students with behavioral needs*

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***NOTE**: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **"not applicable"** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Local Funds	Local levy revenue may be combined in schoolwide programs.	*Local levy revenue helps pay for teachers and paras needed to provide programming for students*
Other Funding Sources, including School Improvement Grant Funding	*Coordinated Early Intervening Services Grant*	*Orton Gillingham Training; Science of Reading Training; PBIS Stipend to coordinate PBIS services*

Coversheet

Superintendent's Goals for 2026-27

Section: II. New Business
Item: C. Superintendent's Goals for 2026-27
Purpose: FYI
Submitted by:
Related Material: Superintendent Rue's 2026-27 Goals.pdf

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= Done!

= In progress

= Not yet started

Superintendent Rue's 2026-27 Goals: DRAFT

GOAL #1: Community Engagement	**Increase engagement of the community in the educational process at Griffin.**
Needs Assessment	The School Board's Self-Assessment report places Standard #5, which focuses on engaging the local community in the educational process, as an area of priority. Specifically, the Board identified the following priorities for 2026-27 related to Community Engagement: ● Strengthen proactive community engagement ● Increase student engagement in Board work
Strategic Plan Alignment	Commitment #3: Family and Community Engagement ● Outcome 3A: Multiple channels of communication with families and community ○ Key Action 3Aiii: Establish Two-way Communication Channels: create avenues for feedback, questions, and dialogue ● Outcome 3B: Families as partners for student success ○ Key Action 3Bi: Recognize and celebrate family contributions: highlight parent volunteers in school communications and show appreciation through small gestures (certificates, thank-you notes, spotlights) ○ Key Action 3Biii: Involve parents in decision-making through family advisory groups, surveys, and/or listening sessions ● Outcome 3C: Community empowerment and engagement ○ Key Action 3Cii: Invite the community to attend events and forums. Provide opportunities to volunteer, support service projects, or speak to students
Washington Standards-Based Superintendent	Standard 6: Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

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Framework Alignment		
Key Action Steps		
Action Steps	Evidence	Projected Timeline
Establish & Continue to Build on Student and Community Advisory Groups: ● Establish Parent Advisory Group ● Long-range Facilities Advisory Team ● Continue Griffin Compass Crew: Superintendent's Student Advisory Group	● Calendar the advisory group meetings ● Updates to the Board ● Advisory group meeting notes and feedback	Quarterly Meetings
Community Feedback Events: ● Community Cafe: Establish an annual opportunity for the community to engage in dialogue and provide meaningful feedback regarding education at Griffin ● "State of the District": Annually, provide an update to the community and an opportunity for meaningful feedback	● Schedule community Cafe and State of the District ● Notes/feedback from both events	Late winter/early spring
Student Representatives to the School Board	● Establish a "School Board Student Rep" committee made up of several Board members, a staff member, and parent/community member ● Outline of an application and/or	September-November, 2026

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	appointment plan ● Identification of student representatives to the Board	
Quarterly Recognition of Community Volunteers at School Board Meetings and as a newsletter spotlight	● Board agendas ● District newsletter	Quarterly
Enhance two-way communication channels	● A unified platform that allows parents/teachers/school to text ● Family feedback opportunities through surveys embedded in our newsletter	September, 2026-June, 2027

GOAL #2: Student Support	**Develop systems that enhance the safety and integrity of the learning environment and provide multi-tiered systems of support (MTSS) for students, with a focus on social emotional and behavioral systems of support.**
Needs Assessment	The spring 2026 survey of the Griffin staff established this as an area of priority.
Strategic Plan Alignment	Commitment #2: Welcoming and Supportive Learning Environments ● Outcome 2C: Student behavior is managed with consistency and support ○ 2Ci: Establish and teach clear behavior expectations across all school settings and cultivate personal responsibility ○ 2Cii: Implement restorative and supportive responses to misbehavior ● Outcome 2D: A unified Multi-Tiered System of Support (MTSS) that integrates academic, behavioral, and social emotional supports with intentional collaboration amongst all staff ○ Key Action 2Di: Establish clear processes for Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) support ○ Key Action 2Dii: Strengthen staff knowledge in: ■ IEP processes ■ Trauma-informed practices ■ De-escalation strategies ■ Disability-specific behavior supports ■ Restorative discipline ■ Functional Behavior Assessments and Behavior Intervention PlansWashingW

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Washington Standards-Based Superintendent Framework Alignment	Standard 3: Effective Management: The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.

Key Action Steps		
Action Steps	Evidence	Projected Timeline
Develop and implement a sustainable plan for trauma informed, de-escalation training for the Griffin staff	• Invest in the training of two building level trainers in Crisis Prevention Institute practices • Schedule training of whole staff • Integrate CPI into our behavioral response flowcharts	August, 2026-December, 2026
Monitor progress and systems growth through PBIS Tiered Fidelity Inventory implementation; use of the TFI data to inform systems changes	• Yearly TFI implementation every spring • Discipline committee analysis of the spring 2026 TFI and evidence of their use of that information to improve systems for 2026-27 through meeting minutes • Spring report to the Board on progress and growth following 2027 TFI implementation	September, 2026-June, 2026

COLLABORATIVE GOAL WITH THE GRIFFIN BOARD OF DIRECTORS:

GOAL #3: Support Board Learning and Development for Effective Governance	In collaboration with the Board, build shared understanding of district plans and decision-making processes; support ongoing Board learning and development, especially as it relates to the District's implementation of the Strategic Plan.
Needs Assessment	The School Board's self-assessment and reflection indicated the following Board priorities for 2026-27 related to Board learning and development: • Clarify and consistently use Board processes for decision-making

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	• Build shared understanding of district plans and how they "nest"together • Support ongoing Board learning and development
Strategic Plan Alignment	This particular goal area is aligned to all Commitments within the Strategic Plan: • Commitment #1: Effective & Engaging Instruction • Commitment #2: Welcoming & Supportive Learning Environments • Commitment #3: Family & Community Engagement • Commitment #4: Responsible Fiscal & Operational Management
Washington Standards-Based Superintendent Framework Alignment	Standard 7: Operations and Management: Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being. Standard 8: Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote *each* student's academic success and well-being.

Key Action Steps		
Action Steps	Evidence	Projected Timeline
Collaborate with Board to identify learning priorities	• Study Session Discussion: meeting notes	September, 2026-June, 2026
Individual director meetings to identify growth goals and support needs based on each of their roles on the School Board (ie-Chair, Vice Chair, Legislative Rep, Tribal Liaison, Community Liaison)	• Schedule individual meetings with each Director	September, 2026-November, 2026
Support Board of Directors in addressing the "Don't Knows" that were identified in their WSSDA Board Self-Assessment	• Study Session Agendas: Schedule the "Don't Know" topics to be addressed in Study Sessions throughout the 2026-27 school year	September, 2026-June, 2027

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Review the Board Member & Superintendent Operating Agreements; identify any edits or additions that need to be made	• Study Session Agenda item	October, 2026

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Coversheet

Griffin School Board Student Representative Application

Section:	II. New Business
Item:	E. Griffin School Board Student Representative Application
Purpose:	Discuss
Submitted by:	
Related Material:	DRAFT_ Griffin School Board Student Representative Application.pdf

Griffin School Board Student Representative Application

Name: _____

Grade for the 2026–27 school year: 7 / 8

Thank you for your interest in serving as a Griffin School Board Student Representative! Student representatives help the School Board understand the experiences, ideas, and concerns of Griffin students. They also share information from the School Board with the student body.

Responsibilities of a Griffin School Board Student Representative

- Attend School Board study sessions on a monthly basis, as well as other meetings if requested. Board study sessions typically occur on a Wednesday evening at 6 pm and last approximately 1-1 ½ hours.
    - Student representatives are expected to review School Board agendas and accompanying documents associated with the agendas before each study session.
- Provide Board members with a monthly “Student Representative Board Update” on what is happening, from the student perspective, at Griffin. The reports will include student activities, topics, and concerns which the Griffin ASB Council (Leadership Club) wishes to share with the Board.
    - Student Representatives must join the ASB Council (Leadership Club).
- Provide student perspective on issues that are brought before the School Board.
- The term of service for the student representative position is one school year (September through June).

Please answer the questions below. There are no “right” answers. We want to learn more about you, your ideas, and how you would represent other students.

1. Why are you interested in being a Student Representative to the School Board?

2. One important part of this role is sharing the ideas and opinions of students with the School Board. How would you learn what other students think about an issue?

3. Student representatives are expected to represent Griffin students who may have a variety of different opinions about an issue. How would you handle a situation when your opinion is different from the opinion of other students?

4. Student representatives attend School Board meetings, read materials before meetings, and share information with students. What strengths or habits do you possess that would help you be successful in this role?

Required Approvals

Parent/Guardian Approval

I understand the responsibilities of serving as a Student Representative and support my student applying for this position.

Parent/Guardian Name: _____

Signature: _____ Date: _____

ASB Council (Leadership Club) Advisor Approval (Mrs. Brown in the Library)

This student is a member of the ASB Council, or has agreed to become a member, and I support this student applying to serve as a Griffin School Board Student Representative.

Advisor Signature: _____ Date: _____

Staff References

Please ask **two Griffin staff members** to serve as a reference. At least one reference must be from a teacher or administrator.

Reference 1: _____

Reference 2: _____

Coversheet

2100 Educational Opportunities for Students with a Parent in the Military

Section: IV. New Policy
Item: A. 2100 Educational Opportunities for Students with a Parent in the Military
Purpose: Discuss
Submitted by:
Related Material:
2100 Educational Opportunities for Students with a Parent in the Military (WSSDA 2019).docx.pdf

Policy: 2100
Section: 2000 - Instruction

Educational Opportunities for Students with a Parent in the Military

The board recognizes that the children with a parent in the military encounter unique educational and emotional challenges related to enrollment, course placement, and graduation because of frequent moves and deployment of their parents. To facilitate the placement, enrollment, graduation, and provision of special services for students transferring into or out of the district because of their parents being on full-time active duty in the uniformed services of the United States, including members of the National Guard and Reserve on active duty orders, the district supports and will implement its responsibilities outlined in the *Interstate Compact on Educational Opportunity for Military Children (Compact),* as adopted by the state of Washington. Uniformed services includes the Army, Navy, Air Force, Marine Corps and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and public health services.

Eligible students are those enrolled in kindergarten through 12th grade who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged and active duty personnel who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. Students are not eligible for the provisions of the *Compact* if they are children of inactive National Guard or military reserves, retired personnel and veterans not included above, or U.S. Department of Defense personnel and other Federal civilian service employees and contract employees.

The superintendent will establish procedures to ensure full compliance with the law and to facilitate communication and coordination between sending/receiving schools in Washington and other *Compact*-member states.

In addition to the Compact, Washington’s Compulsory School Attendance and Admission law specifically addresses residency requirements for student with a parent in the military. The district will conditionally accept applications for enrollment and course registration, including electronic applications, when a family serving in the military is transferred to, or is pending transfer to, a military installation within the state while on active duty pursuant to official military orders.

Within fourteen days of the arrival date stated on official military documentation, the parent must provide the district with proof of residence in the district. Any of the following constitutes proof of residence in the school district: A temporary on-base billeting facility; A purchased or leased

residence, or a signed purchase and sale agreement or lease agreement for a residence; or Any federal government housing or off-base military housing, including off-base military housing provided through a public-private venture.

Griffin Adopted: _____
WSSDA Last Revised: **July 01, 2019**
Classification: **Important**
Prior Revised Dates: **06.11**

Legal References:

- Chapter 28A.225 RCW Compulsory School Attendance and Admission
- Chapter 28A.705 RCW Interstate compact on educational opportunity for military children

Management Resources:

- 2019 - July Policy Issue
- 2011 - June Issue

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Coversheet

2000 Student Learning Goals

Section: V. Policy Updates
Item: A. 2000 Student Learning Goals
Purpose: Discuss
Submitted by:
Related Material: 2000 Student Learning Goals (Griffin 2000).pdf
2000 Student Learning Goals (WSSDA 2018).pdf

Policy No. 2000
Instruction

STUDENT LEARNING GOALS

The goal of the school district shall be to provide opportunities for all students to develop specific academic and technical skills and knowledge essential to meeting four student learning goals:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgements and solve problems; and

4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals shall be adopted by the district as the state board of education implements these assessments.

Cross Reference: Board Policy:	2080 Comprehensive student Assessment system 2101 Instruction in Basic Skills and Work Skills
Legal Reference:	RCW 28A. 150.210 Basic Education Act - Goal 28A. 630.883 Washington commission on student learning 28A. 630.886 Academic assessments - Implementation dates – Use by educators

Adoption Date: May 17, 2000

Policy: 2000
Section: 2000 - Instruction

Student Learning Goals

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. With the involvement of parent and community members, the goal of the district is to provide opportunities for every student to develop the knowledge and skills essential to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals will be adopted by the district, as required by state law.

Griffin Updated: _____
Last Revised: **February 01, 2018**
Griffin Adopted: **February 01, 2000**
Classification: **Important**
Prior Revised Dates: **10.07; 12.11**

Legal References:

- RCW 28A.150.210Basic education - Goals of school districts
- RCW 28A.655.010Washington commission on Student Learning - Definitions

Management Resources:

- 2018 - February Policy Issue
- Policy News, October 2007 Basic Education Act Revisions

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Coversheet

2004 Performance Improvement Goals

Section: V. Policy Updates
Item: B. 2004 Performance Improvement Goals
Purpose: Discuss
Submitted by:
Related Material: 2004 Accountability Goals (Griffin 2001).pdf
2004 Performance Improvement Goals (WSSDA 2023).pdf

ACCOUNTABILITY GOALS

The following standards and systems are established to measure and improve student achievement on the reading and mathematics standards for the fourth grade and seventh grade Washington Assessment of Student Learning:

The baselines of achievement for the district for the fourth and seventh grade reading and mathematics standard are the result of the 2001 assessments for the reading and mathematics standards on the Washington Assessment of Student Learning.

The goal for the entire district is to increase the percentage of students meeting or exceeding the reading and mathematics standards on the fourth and seventh grade Washington Assessment of Student Learning by a percentage equal to at least 25% of the students not meeting the standard in the baseline by the end of the 2003-04-school year.

Each school with fourth grade and seventh grade students shall establish a three-year goal to increase the percentage of students in that building meeting or exceeding the reading and mathematics standards on the Washington Assessment of Student Learning. Each building's goal will be submitted to the board for approval. The aggregate of the building goals must meet or exceed the district-wide, three-year goal.

Once a year the board shall issue a report to parents and present it in a public meeting. The report shall include the following:

A. The district's and buildings' three-year goals.
B. Student performance relative to the goals.
C. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually the district will report in a news release the district's progress toward meeting the district and building goals. The report shall also be included in each school's annual school report.

Legal References:		
	RCW 28A.655.050	Reading goals – Mathematics Goals
	RCW 28A. 655.100	Performance goals – Reporting requirements
	WAC 3-20-100	Reading and Mathematics

Adoption Date: May 16, 2001

Policy 2004
Section: 2000 - Instruction

Performance Improvement Goals

Adopting Performance Improvement Goals

Annually, the board will do the following:

1. Adopt district-wide performance improvement goals for the measures included in the Washington school improvement framework.

2. Direct each school in the district that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.

The district and each school in the district will establish English language arts and mathematics improvement goals using the federal requirements to determine the increase in requirements described above for all students and for each of the groups required under the federal requirements.

The district and each school will establish annual performance improvement goals in accordance with the following:

1. As a starting point for determining annual performance improvement goals, the district and each school will use the most recently available results of the school improvement framework.

2. The performance improvement goals for assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the district and each school must adopt the following goals:

    a. Ninety percent of students eligible to be assessed will meet standard on the required state assessments.

    b. The graduation rate for all students and each of the groups referenced in WAC 180-105-020(2) will not be less than ninety percent.

    c. Performance improvement goals using the federal requirements to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington school improvement framework. The language in 2.c. is only necessary if the district administers the English language proficiency assessment described in the Washington accountability plan approved by the U.S. Department of Education.

3. The district and each school must establish goals for each of the Washington school improvement framework indicators for all students and for each of the groups referenced in WAC 180-105-020(2).

Reporting Progress

Annually, the board will report the following information at a public meeting and in writing:

1. The district's performance improvement goals;
2. Student performance relative to the goals; and
3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually, the district will report the district's progress toward meeting the district and building goals in a news release to local media.

In each school's annual performance report, the district will include school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals.

Griffin Updated: _____
WSSDA Last Revised: **November 13, 2023**
Griffin Adopted: **May 16, 2001**
Classification: **Important**
Prior Revised Dates: **06.99; 12.01; 10.03; 12.05; 12.08; 06.10; 12/01/2011; 05/29/2020**

Legal References:

- RCW 28A.655.100Performance goals - Reporting requirements
- RCW 28A.655.110 Annual school performance report - Model report form
- WAC 180-105-020 Performance improvement goals
- WAC 180-105-040 Definitions
- WAC 180-105-060 High school graduation

Management Resources:

- 2023 - November Issue
- 2020 - May May Issue
- 2010 - June Issue
- Policy News, October 2003 A+ Commissions Revised Performance Improvement Goals
- Policy News, June 1999 Accountability Bill Includes Policy Implication
- Policy News, June 1998 Boards must set reading goals
- Policy News, December 2005 Requirements Revised
- Policy News, August 1998 CORRECTION: Reading goals policy

Cross References:

- 4001 - Public Information Program

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Coversheet

2025 Copyright Compliance

Section: V. Policy Updates
Item: C. 2025 Copyright Compliance
Purpose: Discuss
Submitted by:
Related Material: 2025 Copyright Compliance (Griffin 2002).pdf
2025 Copyright Compliance (WSSDA 2013).docx.pdf

COPYRIGHT COMPLIANCE

The board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audiovisual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

A. THE PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes as teaching or scholarship.

B. THE NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.

C. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED. Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.

D. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff.

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Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district's procedures or is permissible under the law should contact the superintendent or the person designated as the copyright compliance officer. The latter will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

The superintendent or designee shall file his or her designation as the district's agent to receive notifications of claimed infringement with the federal Copyright Office, and post the same information on the district's web site, his or her designation as the district's agent, in the district's role as an Internet service provider, to receive notifications that claim that users of the district's Internet network have infringed copyright.

Legal References: P.L. 94553 Federal Copyright Law of 1976
(U.S. Code, Title 17)
P.L. 105-304 Digital Millennium Copyright Act of 1998

Adoption Date: May 17, 2000, Rev. 11-20-01, 3-20-02

Policy: 2025
Section: 2000 - Instruction

Copyright Compliance

The board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes.

Severe penalties may be imposed for unauthorized copying or using of audiovisual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

1. **THE PURPOSE AND CHARACTER OF THE USE.** The use must be for such purposes as teaching or scholarship.
2. **THE NATURE OF THE COPYRIGHTED WORK.** Staff may make single copies of: book chapters for use in research; instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
3. **THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED.** Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
4. **THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK.** If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district's procedures or is permissible under the law should contact the superintendent or the person designated as the copyright compliance officer. The latter will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

The superintendent or designee will notify the Federal Copyright Office of the district’s agent for

receiving notifications that users of the district's Internet network have infringed copyright.

Griffin Updated: _____
Last Revised: **September 01, 2013**
Griffin Reviewed: **March 20, 2002**
Griffin Adopted: **May 17, 2000**
Classification: **Important**
Prior Revised Dates: **04.00; 10.01; 12.11**

Legal References:

- P.L. 105-304, Digital Millennium Copyright Act of 1998
- P.L. 94-553, Federal Copyright Law of 1976 (U.S. Code, Title 17)

Management Resources:

- 2013 - September Issue
- Policy News, October 2001 Copyright Information Update

Cross References:

- 2022 - Electronic Resources

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Coversheet

2090 Program Evaluation

Section: V. Policy Updates
Item: D. 2090 Program Evaluation
Purpose: Discuss
Submitted by:
Related Material: 2090 Program Evaluation (Griffin No Date).pdf
2090 Program Evaluation (WSSDA 2023).pdf

Policy No. 2090
Instruction

PROGRAM EVALUATION

The board requires efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the board shall provide:

A. a clear statement of expectations and/or standards for the district's instructional programs,

B. staff, resources and support to achieve the stated expectations and/or standards; and

C. a plan for evaluating instructional programs and services to determine how well expectations and/or standards are being met.

The district will use a variety of assessment processes to:

A. determine the effectiveness of the instructional programs,

B. assess the progress of individual students in attaining student learning goals or standards,

C. diagnose the needs of individual students who are not progressing at their expected rates, and

D. identify students who are in need of specialized programs.

Parents who wish to examine any assessment materials may do so by contacting the superintendent. Parent approval is necessary before administering an individual intelligence test or a diagnostic personality test. Parents will be notified of their child's performance on any test or assessment conducted under the Washington State Assessment Program. No tests or measurement devices containing any questions about a student's or his/her family's personal beliefs and practices in family life, morality and religion shall be administered unless the parent or guardian gives written permission for the student to take such test, questionnaire or examination.

The superintendent shall prepare an annual report which reflects the degree to which district goals and objectives related to the instructional program have been accomplished. The superintendent shall annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished. Specifically, the district shall adjust its curriculum if student performance under the Washington State Assessment Program indicates the district's students need assistance in identified areas.

Legal References: RCW 28A.230 Compulsory Coursework and Activities

Policy: 2090
Section: 2000 - Instruction

Program Evaluation

The superintendent or designee will prepare an annual report that reflects the degree to which district goals and objectives related to the instructional program have been accomplished. The district will annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished. Specifically, the district will adjust its curriculum if student performance indicates the district's students need assistance in identified areas.

The board requires efficiency and effectiveness in all facets of the district's instructional programs. In order to achieve this goal, the board will provide:

A. A clear statement of expectations and/or standards for the district's instructional programs;
B. Staff, resources, and support to achieve these stated expectations and/or standards; and
C. A plan for evaluating instructional programs and services to determine how well expectations and/or standards are being met.

The district will utilize a variety of assessment processes to:

A. Determine the effectiveness of the instructional programs;
B. Assess the progress of individual students in attaining student learning goals or standards;
C. Identify the needs of individual students who are not progressing at their expected rates; and
D. Identify students who are in need of specialized programs.

Parents who wish to examine any assessment materials may do so by contacting the superintendent or designee. Parent approval is necessary before administering a diagnostic personality test. Parents will be notified of their child's performance on any Washington state test or assessment. No tests or measurement devices containing any questions about a student's personal beliefs and practices or his/her family's personal beliefs and practices in family life, morality, and religion will be administered unless the parent or guardian gives written permission for the student to take such a test, questionnaire or examination.

Griffin Updated: _____

WSSDA Last Revised: **November 13, 2023**
Griffin Adopted: No Date
Classification: **Important**
Prior Revised Dates: **12.99; 12.00; 10.07; 12.11; 12/01/2012**

Legal References:

- RCW 28A.230.095 Essential academic learning requirements and assessments - Verification Reports
- RCW 28A.655.100 Performance goals - Reporting requirements
- WAC 392-500-020 Pupil tests and records - Tests - School district policy in writing
- WAC 392-500-030 Pupil tests and records - Certain tests, questionnaires, etc. - Limitations
- WAC 392-500-035 Pupil tests and records - Diagnostic personality tests - Parental permission required

Management Resources:

- 2023 - November Issue
- 2012 - December Issue
- Policy News, December 2000 Portions of HB 1209 Take Effect

Cross References:

- 4001 - Public Information Program

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Coversheet

2126 HIV-Aids Prevention Education

Section: V. Policy Updates
Item: E. 2126 HIV-Aids Prevention Education
Purpose: Discuss
Submitted by:
Related Material: 2126 Aids Prevention Education (Griffin 2000).pdf
2126 HIV-AIDS Prevention Education (WSSDA 2011).docx.pdf

Policy No. 2126
Instruction

AIDS PREVENTION EDUCATION

The life-threatening dangers of acquired immunodeficiency syndrome (AIDS) and its prevention shall be taught in the district. AIDS prevention education shall be limited to the discussion of the life-threatening dangers of the disease, its spread, and prevention. Students shall receive such education at least once each school year beginning no later than the fifth grade.

The AIDS prevention education program shall be developed in consultation with teachers, administrators, parents, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies. The curricula and materials used in the AIDS education program may be the model curricula and resources available through SPI or, if developed by the school district, be approved for medical accuracy by the office on AIDS. District-developed curricula shall be submitted to the office on AIDS accompanied by an affidavit of medical accuracy stating that the material in the district-developed curricula has been compared to the model curricula for medical accuracy and that in the opinion of the district the district-developed materials are medically accurate. Upon submission of the affidavit and curricula, the district may use these materials until the approval procedure to be conducted by the office of AIDS has been completed.

At least one month before teaching AIDS prevention education in any classroom the district will conduct, during convenient hours for the parents and guardians of students, at least one presentation concerning the curricula and materials that will be used for such education. The parents and guardians shall be notified of the presentation. The curricula and materials shall be available for inspection. No student may be required to participate in AIDS prevention education if the student's parent or guardian, having attended one of the district presentations, objects in writing to participation.

The curriculum for AIDS prevention education shall be designed to teach students which behaviors place a person dangerously at risk of infection by the human immunodeficiency virus (HIV) and methods to avoid such risk including, at least:

the dangers of drug abuse, especially that involving the use of hypodermic needles: and
the dangers of sexual intercourse, with or without condoms.

The program of AIDS prevention education shall stress the life-threatening dangers of contracting AIDS and shall stress that abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact. The instruction shall also stress that condoms and other artificial means of birth control are not a certain means of preventing the spread of the AIDS virus; and, reliance on condoms puts an individual at risk for exposure to the disease.

Cross References:	Board Policy	3414	Infectious Diseases
		2125	Health, Family Life and Sex Education
Legal References:	RCW 28A.230.070		AIDS Education in public schools

Adoption Date: May 17, 2000

Policy: 2126
Section: 2000 - Instruction

HIV-AIDS Prevention Education

The life-threatening dangers of HIV (human immunodeficiency virus) and AIDS (acquired immune deficiency syndrome) and its prevention will be taught in the district. HIV/AIDS prevention education will be limited to the discussion of the life-threatening dangers of the disease, its transmission and prevention. Students will receive such education at least once each school year beginning no later than the fifth grade.

The HIV/AIDS prevention education program will be developed in consultation with teachers, administrators, parents, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies. The curricula and materials used in the HIV/AIDS education program may be the model curricula and resources available through OSPI or, if developed by the school district, be approved for medical accuracy by the State Department of Health, HIV/AIDS Prevention and Education Services (Office on AIDS). District-developed curricula will be submitted to HIV/AIDS Prevention and Education Services accompanied by an affidavit of medical accuracy stating that the material in the district-developed curricula has been compared to the model curricula for medical accuracy and that in the opinion of the district the district-developed materials are medically accurate. Upon submission of the affidavit and curricula, the district may use these materials until the approval procedure to be conducted by HIV/AIDS Prevention and Education Services has been completed.

At least one month before teaching HIV/AIDS prevention education in any classroom, the district will conduct at least one presentation concerning the curricula and materials that will be used for such education. The presentation will be held during weekend and evening hours for the benefit of parents and guardians of students. The parents and guardians will be notified of the presentation and that the curricula and materials are available for inspection. No student may be required to participate in HIV/AIDS prevention education if the student's parent or guardian, having attended one of the district presentations, objects in writing to participation.

The curriculum for HIV/AIDS prevention education will be designed to teach students which behaviors place a person dangerously at risk of infection from the human immunodeficiency virus (HIV) and methods to avoid such risk including, at least:

A. The dangers of drug abuse, especially the use of hypodermic needles; and
B. The dangers of sexual intercourse, with or without condoms.

The program of HIV/AIDS prevention education will stress the life-threatening dangers of

contracting HIV/AIDS and will stress that abstinence from sexual activity is the only certain means for preventing the transmission of HIV through sexual contact. The instruction will also stress that condoms and other artificial means of birth control are not a certain means of preventing the transmission of HIV, and reliance on condoms puts an individual at risk for exposure to the disease.

Griffin Updated: _____
WSSDA Last Revised: **December 01, 2011**
Griffin Adopted: **May 17, 2000**
Classification: **Important**
Prior Revised Dates: **12.08**

Legal References:

- RCW 28A.230.070 AIDS Education in public schools - Limitations - Program adoption - Model curricula - Student's exclusion from participation
- RCW 28A.300.475 Medically accurate sexual health education - Curricula - Participation excused - Parental review
- RCW 70.24.250 Office on AIDS - Repository and clearinghouse for AIDS education and training material - University of Washington duties

Management Resources:

- Policy News, December 2008 HIV/AIDS Prevention Education

Cross References:

- 3414 - Infectious Diseases
- 2125 - Sexual Health Education

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Coversheet

2005 School Improvement Plans

Section: VI. Policy Review
Item: A. 2005 School Improvement Plans
Purpose: FYI
Submitted by:
Related Material: 2005 School Improvement Plans (Griffin 2001).pdf
2005 School Improvement Plans (WSSDA 2011).pdf

Policy No. 2005
Instruction

SCHOOL IMPROVEMENT PLANS

Each school shall develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school shall submit its plan to the Board of Directors by June 30th of each year for initial approval and annual review and approval.

Each school improvement plan or process shall be data driven and shall promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self confidence and resiliency, so that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan or process shall be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.

Each school improvement plan or process shall address the following elements:

- Characteristics of effective schools as identified by the Office of Superintendent of Public Instruction and the Educational Service District;
- Safe and supportive learning environments;
- Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
- Use of technology;
- Parent and community involvement; and
- Other factors identified by the school community for inclusion in the plan or process.

Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act shall constitute sufficient compliance with this policy.

Legal References: WAC 180-16-220 — Supplemental basic education program Approval requirements

Adoption Date: May 17, 2000

Policy: 2005
Section: 2000 - Instruction

School Improvement Plans

Each school will develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school will submit its plan to the board of directors by June 30th of each year for initial approval and annual review.

Each school improvement plan or process will be data driven and will promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency. The intent is that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan or process will be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.

Each school improvement plan or process will address the following elements:

A. Characteristics of effective schools as identified by the Office of the Superintendent of Public Instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years);
B. Safe and supportive learning environments;
C. Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
D. Use of technology;
E. Parent and community involvement; and
F. Other factors identified by the school community for inclusion in the plan or process.

Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act will constitute sufficient compliance with this policy.

Griffin Reviewed: _____
WSSDA Last Revised: **December 01, 2011**
Griffin Adopted: **May 17, 2000**
Classification: **Critical**
Prior Revised Dates: **08.02**

Legal References:

- WAC 180-16-220 Supplemental basic education program approval requirements

Management Resources:

- Policy News, October 2002 State Board Requires Annual School Plan

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Coversheet

2029 Animals as Part of the Instructional Program

Section: VI. Policy Review
Item: B. 2029 Animals as Part of the Instructional Program
Purpose: FYI
Submitted by:
Related Material:
2029 Animals as Part of the Instructional Program (Griffin 2002).pdf
2029 Animals as Part of the Instructional Program (WSSDA 2011).docx.pdf

Policy No. 2029
Instruction

ANIMALS AS PART OF THE INSTRUCTIONAL PROGRAM

Requests to include animals in the instructional program of the classroom or school shall be approved by the principal. Health issues (allergies, vaccinated status of the animal) involving students and staff shall be addressed before permission is given to allow the animal in the school.

If the instructional program involving the animal is ongoing and the animal will remain at school when school is not in session, appropriate arrangements for the animal's care must be made.

Animals shall not be transported in a school vehicle.

Animals that are part of the instructional program shall be under the control of their adult-owner, the teacher, or designated student(s) at all times.

This policy does not apply to service animals for the disabled.

Adopted: May 15, 2002

Policy: 2029
Section: 2000 - Instruction

Animals as Part of the Instructional Program

Requests to include animals in the instructional program of the classroom or school will be approved by the principal. Health issues (allergies, vaccinated status of the animal) involving students and staff will be addressed before permission is given to allow the animal in the school.

If the instructional program involving the animal is ongoing and the animal will remain at school when school is not in session, appropriate arrangements for the animal's care must be made.

Animals will not be transported in a school vehicle.

Animals that are part of the instructional program will be under the control of their adult-owner, the teacher or designated students at all times.

This policy does not apply to service animals for the disabled.

Griffin Updated: _____
WSSDA Last Revised: **December 01, 2011**
Griffin Adopted: **May 15, 2002**
Classification: **Discretionary**
Prior Revised Dates: **02.02**

Management Resources:

- Policy News, February 2002 Animals as Part of the Instructional Program

Cross References:

- 2030 - Service Animals in Schools

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Coversheet

2101 Instruction in Basic Skills & Work Skills

Section:	VII. Policy Removal
Item:	A. 2101 Instruction in Basic Skills & Work Skills
Purpose:	Discuss
Submitted by:	
Related Material:	2101 Instruction in Basic Skills & Work Skills (Griffin 2001).pdf

Policy No. 2101
Instruction

INSTRUCTION IN BASIC SKILLS AND WORK SKILLS

In order to ensure compliance with the basic skills, work skills, and course requirements of WAC 18016200, the superintendent shall implement procedures for verifying compliance at the outset of each school year as well as monitoring continuing compliance throughout the year.

The procedures shall provide for:

A. Reviewing the elementary curriculum and hours of attendance annually to ensure its continued compliance with the state requirements; and

B. Maintaining a record of the schedule of hours of instruction offered to elementary and secondary which will verify compliance with the requirements.

Legal References:	RCW	28A.150.220	Basic Education Act of 1977 Definitions—Program requirements Program accessibility Rules and Regulations
	WAC	18016200(7)	Total program hour offering—Basic skills and work skills requirements

Adoption Date: May 17, 2000

WAC 18052020	Pupil tests and records—Tests—School district policy in writing
18052030	Pupil tests and records—Certain tests, questionnaires, etc.—Limitations
18052035	Pupil tests and records—Diagnostic personality tests -Parental permission required
18053	Educational quality—Self-study by school districts

Adoption Date: May 17, 2000, Rev. 11-20-01