Griffin School District #324

Griffin School Board Study Session

Date and Time

Wednesday October 7, 2026 at 6:00 PM 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. Griffin School Board Student Representative Process	Discuss	Kirsten Rue

		Purpose	Presenter
B.	Board Self Assessment: WSSDA Survey Topics	Discuss	

III. Old Business

A.	Update: School Improvement Plan (SIP)	FYI	Kirsten Rue
B.	Review of Superintendent & Board Operating Agreements	FYI	

IV. New Policy

V. Policy Updates

A.	1630 Evaluation of the Superintendent	Discuss	
B.	2022 Electronic Resources & Internet Safety	Discuss	
C.	2125 Sexual Health Education	Discuss	
D.	2150 Co-Curricular Program	Discuss	
E.	2161 Special Education and Related Services for Eligible Students	Discuss	
F.	2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973	Discuss	
G.	2230 Transition to Kindergarten Program	Discuss	

VI. Policy Review

A.	2145 Suicide Prevention	FYI	

VII. Policy Removal

VIII. Superintendent Updates

A.	Superintendent Kirsten Rue	FYI	
B.	Fiscal Update	FYI	Kyler Mower

IX. Closing Items

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

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

Coversheet

Board Self Assessment: WSSDA Survey Topics

Section:	II. New Business
Item:	B. Board Self Assessment: WSSDA Survey Topics
Purpose:	Discuss
Submitted by:	
Related Material:	Board Self Assessment_ WSSDA Survey Topics 2026.pdf

GRIFFIN SCHOOL BOARD

Board Self Assessment: WSSDA Survey Topics 2026

STANDARD 1: PROVIDE RESPONSIBLE SCHOOL DISTRICT GOVERNANCE BY:

- Together with the Superintendent, share responsibility for the orientation of new board members and forming a new inclusive team? *(Benchmark of Success F: Working as an effective and collaborative team.)*

STANDARD 3: CREATE CONDITIONS DISTRICT-WIDE FOR STUDENT AND STAFF SUCCESS BY:

- Have policies that ensure hiring and retention of highly qualified staff? *(Benchmark of Success B: Employing and supporting quality teachers, administrators and other staff and providing for their professional development.)*
- Have policies that support research-based, best practices for staff development? *(Benchmark of Success B: Employing and supporting quality teachers, administrators and other staff and providing for their professional development.)*
- Have a long-term facilities plan in place for construction and maintenance? *(Benchmark of Success C: Providing for learning essentials, including rigorous curriculum, technology and high quality facilities)*

STANDARD 4: HOLD SCHOOL DISTRICT ACCOUNTABLE FOR MEETING STUDENT LEARNING EXPECTATIONS BY:

- Annually review and make recommendations to the district plan and school improvement plans? (*Benchmark of Success A: Committing to continuous improvement in student achievement of each school and throughout the district).*
- Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness? *(Benchmark of Success C: Measuring student academic progress and needs based on valid and reliable assessments.)*

Coversheet

Update: School Improvement Plan (SIP)

Section:	III. Old Business
Item:	A. Update: School Improvement Plan (SIP)
Purpose:	FYI
Submitted by:	
Related Material:	2026-2027 Griffin-consolidated-school-improvement-plan (1).docx.pdf 2026-27 GRIFFIN SCHOOL IMPROVEMENT PLAN.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

Squaxin Island Tribal Members and Education Department (includes Mandy Paradise, Director of the Youth and Education Department, Jaimie Cruz, and other Tribal members that intermittently attend our monthly Tribal Outreach meetings) Parent Advisory Committee Members: Jennifer Hanson, Tara Smith, Traci Johnson, Sarah Worley, Marissa Burger	Director of the Youth and Education Department, Squaxin Island Tribe Parents	Advisors regarding school improvement planning process Parent Advisory Group

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)

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.

Griffin teachers have an average of 14 years of experience and all are assigned to teach in areas that they are certified and trained to teach. That said, our staff racial demographics do not match that of our students. As a staff, we want to improve our skills and ability to work with students with different backgrounds than our own. We plan to engage staff in deescalation training (CPI training) and cultural responsiveness training to support this. Griffin has high family engagement, but could definitely increase our number of families who participate in shared decision making. In particular, we recognize a need to track the engagement of our families in a disaggregated fashion. We will send personalized invitations to our Hispanic and American Indian/Alaskan Native families to get involved and collaborate with the local Tribe around school attendance intervention plans.

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 are just over 18% of our student population, yet they experienced 37% of the exclusionary disciplinary events. This negatively impacts their ability to be in class and accessing instruction.

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?

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).

- 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.*

***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 spring iReady reading scores from 66% in 2026 to 70% in 2027.

A. Decrease the percentage of 3rd grade students who are one grade level below standard and in need of Tier 2 support from 44% in spring of 2026 to 20% in spring of 2027, as measured by iReady.

A. Decrease the number of 3rd grade students with disabilities who are two or more grade levels below standard from 11% to 7% of the 3rd grade class.

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)*

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).

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% and the percentage of 3rd grade students with disabilities who are two or more grade levels below standard to decrease from 11% to 9%.

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	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and

support SMARTIE Goal and the resources used for implementation.		Timeframe	thus far in the 2026-27 school year.	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 core literacy instruction that is grounded in the Science of Reading *Strong* ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Professional development in the Science of Reading for K-8 teachers; UFLI Intervention Curriculum, K-2; Reading Rev Intervention curriculum for grades 3-5, Para support for targeted reading intervention ***What student groups will benefit and why?***	***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.

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Students who are 1-2 years behind grade level in reading; students with disabilities. We anticipate that they will benefit because their reading skills will improve and shift them closer to reading at grade level.				
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% to 84% by June 2027.

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

A. Develop an internal tracking system for accurately identifying our American Indian/Alaskan Native students.

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 made progress toward developing a more accurate, internal tracking system of our students who identify as Native American, allowing us to have a more accurate picture of 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; community engagement board (CEB) meetings; collaboration with Squaxin Island Tribe Education Office to develop internal identification of Native students *Strong* ***What resources will be used for implementation?***	***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.

(For example, professional development, extended time, curriculum, materials, etc.?) Parent Square family communication tool, professional development ***What student groups will benefit from and why?*** All students, with a focus on Alaskan Native/American Indian; they will benefit because we anticipate stronger attendance outcomes for these students.		*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:

A. By the end of the 2026-27 school year, Griffin will improve its PBIS Tiered Fidelity Inventory (TFI) implementation from a fidelity score of 67% to 80% on the Tier 1 section of the Spring TFI assessment.

A. The percentage of exclusionary discipline events connected to students with disabilities will decrease from 37% of the total as of June of 2026 to 25% as of June of 2027.

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. The community engagement process for identifying new behavior expectations will be identified. The percentage of exclusionary discipline events connected to students with disabilities will decrease to no more than 30% of the total number of events.

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 (Tier 1) and design plan to improve score; reestablish Tier 1 behavior/discipline expectations; deescalation training (Crisis Prevention Institute) for whole staff; training of two in-district CPI trainers to provide ongoing support to staff; develop reflection process to be implemented after major behavioral events. *Strong*	***What data will be collected to measure the impact of implementing this EBI?*** *Tiered Fidelity Inventory data; exclusionary discipline 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; the CPI trainers will provide whole staff training in August and follow up trainings through June 2027.* ***When or how often will progress be monitored or***	***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.?) Extended time for PBIS/Discipline Committee; extra hours for trainers to plan trainings and prepare materials; CPI materials; extended time for PBIS/Discipline Team; PBIS conference/training ***What student groups will benefit and why?*** All students; especially students with disabilities who have experienced higher levels of exclusionary discipline.		***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*		
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. Click or tap here to enter text.
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.* *Paraeducator support for small group literacy and behavior intervention*
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 (ongoing training and coaching); cultural responsiveness training; MTSS conference/training and resources; extra hours for PBIS related planning*
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.* *Training related to new ELA and Math standards; Principal Legal Training; Science of Reading Training, to include 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
		of a trainer; instructional coaching; ongoing CPI (deescalation) training of staff (subs and/or extra time); improving teacher evaluation training/resources.
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: We have shifted our Title IV, Part A funds into Title I, Part 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 support needs*

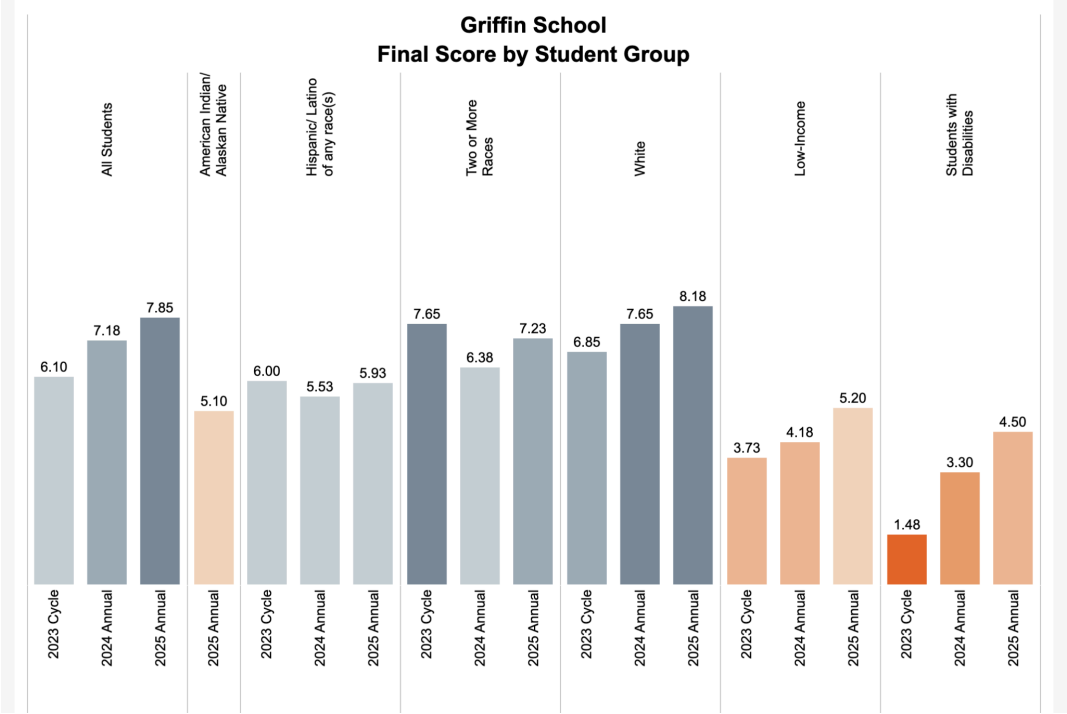
Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***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 (we hope to qualify for this grant and are still waiting to receive confirmation)*	*Orton Gillingham Training; Science of Reading Training; PBIS Stipend to coordinate PBIS services*

2026-27 SCHOOL IMPROVEMENT PLAN: GRIFFIN SCHOOL

Washington School Improvement Framework (WSIF) Data:



Griffin School
2025 Annual Identification Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Proficiency (Levels 3&4) Rate	64.4%	29.2%			52.0%		74.3%	66.4%		47.6%	27.9%
Math Proficiency (Levels 3&4) Rate	54.2%	12.5%			41.6%		56.4%	57.2%		38.3%	18.6%
ELA Median SGP	56	62.5			49		51.5	57		49	52.5
Math Median SGP	57	51			56		54.5	57		53	53
EL Progress Rate*											
Graduation Rate**											
Ninth Grade On Track Rate											
Regular Attendance Rate	74.7%	64.5%	85.7%		68.7%		72.9%	75.9%		61.9%	72.8%
Dual Credit Rate											

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GOAL #1:

A) Increase overall spring iReady reading scores from 66% in 2026 to 70% in 2027.

B) Decrease the percentage of 3rd grade students who are one grade level below standard and in need of Tier 2 support from 44% in spring of 2026 to 20% in spring of 2027, as measured by iReady.

C) Decrease the number of 3rd grade students with disabilities who are two or more grade levels below standard from 11% to 7% of the 3rd grade class.

Strategic Plan Connection	**Commitment #1: Effective and Engaging Instruction**
	• ***Outcome 1A: Student-centered teaching and learning***
	  ○ Key Action 1Aii: Anticipate learner variability and proactively design access points for students with a range of disabilities
	  ○ Key Action 1Aiii: Use data to tailor instruction, group students flexibly, and create personalized learning pathways

Key Action Steps		
Action Steps	Evidence	Projected Timeline
Science of Reading Training for K-8th staff	Professional Development Schedule	September, 2026-February, 2027
Adopt and Implement research based Tier 2 Literacy Curriculum: • UFLI: K-2nd • Reading Rev: 3rd-5th	Curriculum Materials Purchased and Distributed to Elementary Teachers Observation Data Confirming Use of Curriculum PLC Data Teaming Notes	September, 2026-June, 2027
Paraeducator Support for Reading Intervention	WIN Time Implementation with students who are identified as needing Tier 2 support	October, 2026-June, 2027
Monitoring of 3rd grade progress; close collaboration between administration, special education staff, and 3rd grade teachers to remove barriers to learning and close gaps with this grade level	Homeroom Data Monitoring PLC Data Teaming Notes Regular Admin/3rd Grade Collaboration Meetings	October, 2026-June, 2027

GOAL #2:

A) Increase the overall regular attendance rates from 81.55% to 84% by June 2027.

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

C) Develop an internal tracking system for accurately identifying our American Indian/Alaskan Native students.

Strategic Plan Connection

Commitment #2: Welcoming and Supportive Learning Environments

- ***Outcome 2B: Positive relationships with every student***
  - Key Action 2Bi: Know every student by name, need, strength, and interest
  - Key Action 2Biii: Engage families as relationship partners, helping us understand their child's strengths, needs, and interests
- ***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 Steps

Action Steps	Evidence	Projected Timeline
Whole School Attendance Campaign	Multi-channel messages to families	October 2026-June 2027
Monitoring of Attendance by MTSS Team using Homeroom Data System	Homeroom Data Tracking by MTSS Team: Monthly comparisons between 2025-26 and 2026-27 school years MTSS team matching students with appropriate attendance interventions at Tier 2 and 3 levels	September 2026-June 2027
Community Engagement Board Meetings (CEB's) for Students who need Tier 3 support	CEB Meeting Student Support Plans	October 2026-June 2027
Collaboration with Squaxin Island Tribal Education Office to • Accurately identify our Native students who are affiliated with the Squaxin Island Tribe	Implementation of a student information sharing plan with Squaxin Island Tribe	October 2026-June 2027

GOAL #3:

A) By the end of the 2026-27 school year, Griffin will improve its PBIS Tiered Fidelity Inventory (TFI) implementation from a fidelity score of 67% to 80% on the Tier 1 section of the Spring TFI assessment.

B) The percentage of exclusionary discipline events connected to students with disabilities will decrease from 37% of the total as of June of 2026 to 25% as of June of 2027.

Strategic Plan Connection	**Commitment #2: Welcoming and Supportive Learning Environments** • ***Outcome 2C: Student behavior is managed with consistency and support*** ○ Key Action 2Ci: Establish and teach clear behavior expectations across all school settings (including the bus) and cultivate personal responsibility ○ Key Action 2Cii: Implement restorative and supportive responses to misbehavior ○ Key Action 2Ciii: Teach and practice self-regulation and social skills ○ Key Action 2Civ: Create and implement clearly delineated behavior response flowcharts that ensure appropriate responses to minor and major behaviors

Key Action Steps		
Action Steps	Evidence	Projected Timeline
Design a systems plan to improve our Tiered Fidelity Inventory Tier 1 score	Plan developed by the PBIS Team and communicated to staff	Plan developed and communicated by November 2026 Plan carried out through June 2027
Reestablish clear Tier 1 school-wide behavior expectations	New expectations developed	By June 2027, for implementation in 2027-28
Deescalation Training (Crisis Prevention Institute) for whole staff Training of two in-district CPI trainers to provide ongoing support to staff	Training of two CPI trainers Training of staff scheduled and implemented in August Ongoing CPI "mini trainings" throughout the school year	August 2026-June 2027
Systematic reflection process developed and implemented following major behavioral events	Reflection Notes following all "Red" level behavioral events Track Discipline Data: Decrease in the total number of exclusionary events and decrease in the percentage of exclusions associated with students with disabilities	September 2026-June 2027

Coversheet

Review of Superintendent & Board Operating Agreements

Section: III. Old Business
Item: B. Review of Superintendent & Board Operating Agreements
Purpose: FYI
Submitted by:
Related Material:
GRIFFIN_BOARD___SUPERINTENDENT_OPERATING_AGREEMENTS.pdf

BOARD MEMBER & SUPERINTENDENT OPERATING AGREEMENTS

Board & Superintendent Operating Agreements

Introduction

Successful organizations are the result of effective and dynamic leadership. To assure a quality operation, leaders must establish agreed upon ways of working together. Operating principles define the beliefs, values, and methods of working together. In this handbook, the board members and superintendent memorialize principles and traditions and emphasize the importance of clearly communicating the commitment to continuing them.

This handbook provides a summary of the governing approach adopted by the Griffin School Board. It is developed for the benefit of its current and future members as a way of explaining how the Board fulfills its responsibilities.

The Board understands that public education is the *paramount duty* of the state, as boldly declared in the Washington State Constitution. As a legal entity, and therefore an agent of the state, our Board fully accepts its obligation to fulfill this state responsibility at the local level for the students of our district.

To provide the necessary and appropriate leadership for the Griffin School District, the Board of Directors–collectively and each individual member–commits to governing as a professional governing board. This means a shared understanding of and commitment to the values, principles, policies, practices, and procedures adopted by the Board, a focus on continuous learning and improvement in our governing skills, and a willingness to serve as a model of governance for students, staff, the Griffin community, and our colleagues on other school boards.

This handbook is written in abbreviated form. Therefore, the specific language in state law, regulation, or actual board policy supersedes any questions or possible conflicting interpretations that may arise from the language found herein.

I. The Board of Directors

A. Purpose: The Griffin School District Board of Directors is committed to governing with excellence, to assure on behalf of the community that the district achieves its mission: “Creating lifelong learners leading productive, healthy and responsible lives.” Students’ interests come first. After their safety, the board members and superintendent value above all else students’ achievement. The board will represent the needs and interests of each child in the Griffin School District as its primary responsibility.

B. Board Work: The job of the Griffin School Board is defined through ongoing growth and development in three areas:

1. **Policymaking:** The Board sets expectations for the district, incorporating community values and priorities into principles that provide guidance for the superintendent, and self-guidance for the Board itself.

2. **Assurance of Organizational Performance:** The Board reviews how the district and Board are performing by comparing actual results with the standards outlined in their policies, which specify what the desired outcomes should be.
3. **Community Connection:** The Board connects with the community to learn its values and priorities. It then uses those values as a guide in setting policy to govern the community's schools.

C. **Governance Approach:** The Griffin School District governs through policy that guides the Board in its own work, policy that guides the Superintendent in conducting district business; ongoing monitoring of district and Board performance; and a commitment to continuous improvement through individual and board professional development.

D. **Core Values:** The Board commits to the following values, and will:
1. Believe that all students can learn and succeed at a high level.
2. Deliberate in many voices but govern as one. It will encourage vigorous and thorough examination of all sides in debate, then take a board vote to speak with one voice by putting its decisions in writing.
3. Cultivate a sense of group responsibility, understanding that the Board, not the staff or administration, is responsible for excellence in governance.
4. Actively lead the district through policies that provide a clearly articulated vision for the district with a shared understanding of the community's desired end results, broad and clearly written values, and principles to guide the staff in operational planning, and continual monitoring of district, school, and student performance.
5. Uphold high standards of excellence in governance, including a willingness to hold itself and individual Board members accountable for their actions.
6. Insist on the pursuit of excellence by all those who have a role in the school district–staff, students, and Board members.
7. Continually monitor its own process, performance, and progress.
8. Commit, both individually and collectively, to being well-informed on local, state, and national educational issues.
9. Formally and informally recognize and celebrate district, school, staff, and student success.
10. Regularly communicate with the community about school district performance, direction, initiatives, issues, and ideas.
11. Intentionally and intelligently advocate for the school district and its students at the local, state, and national level.
12. Always strive to act in the interest of what is best for all students.
13. Serve as a model of positive professional and ethical conduct.

II. Board Authority

The authority exercised by the School Board is derived from the state constitution, state laws pertaining to schools, and policies established by the Board itself.

A. **Washington State Constitution:** Washington has the strongest language of any of the 50 states regarding support of public education:

Article IX, Section 1 of the Washington State Constitution states: “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.”

Article IX, Section 2 also states: “The legislature shall provide for a general and uniform system of public schools.”

B. **Revised Codes of Washington (State Law):** Washington state law empowers the Board with specific and broad authority over the administration of the Griffin School District. For example, legislation assigns to the Board responsibility (and requisite authority) to set policy for the district, prescribe a course of study, ensure quality in the education program and curriculum standards, employ, and evaluate the superintendent, determine instructional hours, adopt a budget, and approve curriculum and textbooks.

C. **Board Policy:** The Board of Directors is a part time governing board responsible for establishing a vision for student learning, setting policy for carrying out that vision and monitoring progress to ensure that the district achieves what is desired. The Board of Directors does not function as a full-time manager responsible for day to day operations, but instead holds the Superintendent accountable for operating in a prudent, ethical, and responsible way to achieve the vision set forth.

D. **Authority of Individual Board Members:** Individual Board members have no authority except through the actions of the collective/entire Board. The statements or actions of individual Board members do not obligate the Board, except when authorized by an official act of the Board. Board members should never speak or act, nor imply they are speaking or acting, on behalf of the Board or the school district when they have not been so authorized by the Board.

E. **Authority of the Superintendent:** The Superintendent acts under the delegated authority of the Board to bring about organizational end results that the Board has established in writing, while ensuring that the district operates within limits also established by the Board in writing. As long as the district remains in accord with the Board’s written policies, the Superintendent has full authority over the district and can select the means by which to achieve Board-established ends.

III. Elective Office

A. **Election of Directors:** The Griffin Board of Directors is a five-member, non-partisan Board. Board members serve four-year terms, with two or three members up for election every odd-numbered year. Each Board Director must have permanent residence in their district area. (1-5).

B. **Board Member Qualifications:** To be eligible to serve on the Board of Directors, individuals must be citizens of the United States and the State of Washington, and registered voters residing within the boundaries of the Griffin School District. Beyond the minimum requirements, it is expected that Board members share a commitment to providing an exceptional educational experience for all students, a willingness to work and study to become well-versed in board governance, public education in general, the Griffin School District in particular, and a sincere desire to be part of a high-functioning governing body that takes the responsibilities of public service seriously.

C. **Filing for Election:** In order for an individual's name to be placed on the November ballot, they must file for election at the Thurston County Auditor's office during the designated filing period–usually one week in May/June of odd-numbered years for those positions up for election/reelection in November.

D. **Filling a Vacancy on the Board:** If a vacancy occurs between elections, the Board fills the vacancy by appointment. The Board will publicize the vacancy, seek applications, and interview candidates. The appointment of an individual to fill a Board vacancy will be effective until the next scheduled Board election, when the appointed member's seat will be on the ballot, either to fill the remaining two years of the term or to serve a new four-year term, whichever is applicable.

IV. Board Administration and Board Member Expectations

A. **Board Member Orientation:** As part of its commitment to good governance, the Board will provide orientation opportunities for new members and candidates. Once candidates for the Board are elected, they will be provided with a series of on-boarding opportunities under the guidance of the Board Chair.

In accordance with Policy 1112– Director Orientation: Upon election to the Board, newly elected members will be expected to participate in all orientation opportunities, including professional development offered by the Washington State School Directors' Association (WSSDA), even if such opportunity occurs before being officially sworn in.

Orientation opportunities include, but are not limited to, those outlined in Policy 1112, and the following:

1. Meeting with Board Chair
2. Meeting with the Superintendent and the Board Chair
3. Meeting with each individual Board Member and the Board Chair or Vice Chair
4. Meeting with the Director of Finance, the Superintendent, and the Board Chair or Vice Chair
5. Meeting with the Directors of Facilities and Technology, the Superintendent, and the Board Chair or Vice Chair

B. Oath of Office: Upon election or appointment, before being seated each board member takes an oath of affirmation to support the Constitution of the United States and the state of Washington and to faithfully discharge the duties of the office according to the best of their ability.

C. Individual Board Member Duties and Job Expectations: As an elected public official, an individual Board member owes ultimate allegiance to the public. However, the Board expects individual board members commitment to Board member principles and the collective effectiveness of the Board.

D. Conflict of Interest: A conflict of interest is considered to exist whenever a board member is or may reasonably appear to be able to request or receive, directly or indirectly, anything of value for or on account of his or her influence as a member of the Board of Directors. Board members are expected to communicate with the Board Chair whenever they have an interest in an issue that might compromise or call their judgment into question, and to refrain from voting on that issue.

E. Board Member Professional Development: The Board is committed to continuous improvement and understands that in order to perform at a high level, its members must be well informed about the Griffin School District, board governance, and educational best practices. The Board will participate in professional development opportunities. The district will reimburse members for reasonable in-state and pre-approved out-of-state expenses for professional development offered by third parties. Examples of these professional development opportunities include annual conferences, regional meetings, workshops, or training sessions conducted by WSSDA, NSBA conferences, and other similar and relevant opportunities. Board members are also encouraged to read, share and exchange professional articles from school board and governance publications and journals.

F. Board Member Requests for Information: It is important for Board members to be informed about the school district and the performance of its students. The Superintendent regularly provides Board members with information via the pre-meeting Board packet and presentations at Board work sessions and

meetings. Board members who seek additional information are expected to route such requests through the Superintendent. If the information sought by individual Board members is not readily available without an amount of staff effort that the Superintendent deems significant, Board members will be asked to obtain the approval of the Board majority so that information requests do not result in unnecessarily high cost or unnecessarily distract staff from their primary responsibilities.

G. **Student Information:** Except for statutorily mandated exceptions, such as disciplinary hearings, Board members do not get involved with individual student matters. Individual student information is confidential and Board members only have access to such information when it is necessary for performing a function in their official capacity.

H. **Visits to School:** Board members are encouraged to become informed about the Griffin School District, and yearly visits to the school are part of that process. Although informal and unannounced visits on campus may occur, any Board member related visits should be coordinated through the Office of the Superintendent. While visiting the school, Board members keep in mind that they are inevitably seen as a Board member even when their intended involvement is as a parent (e.g., back-to-school night) or as a community member (e.g., athletic events). They should also remember that they do not serve in an administrative capacity and should not attempt to direct, criticize, or otherwise interfere with staff members performing their duties.

I. **Indemnification of Board Members:** Washington law provides that the school district must indemnify and hold school employees, volunteers, and Board members harmless from any claim, demand, or judgment from negligence in the performance of their duties and responsibilities. This protection includes legal fees, expenses, and other costs.

J. **Discipline of Board Members:** Board members are independently elected by the public. They may disagree with other members regarding actions of the Board or directions taken by the district. Vigorous, civil, and full debate of issues is a hallmark of good Board member participation, so independence of thought will not be suppressed by the Board majority.

   But in cases where a member violates board policies, interferes with the orderly and efficient operation of the district, or acts in ways contrary to the best interests of the district, those actions may be subject to informal or formal response by the full Board. Such action will be used rarely, if at all.

   In most cases, informal action calls for a fellow member or the Board Chair to speak privately with the Board member about the infraction, reminding them of

their mutually agreed upon governing commitments. If informal conversation is not successful or in more serious circumstances, the principle of progressive response applies.

The Board has the option, for example, of speaking out publicly or taking a vote of censure. Censure is an expression of Board disapproval concerning the actions of an individual member. Service as a Board officer is a privilege and not a right, so (although this would be a highly unusual action) Board officers can be removed from their officer position by a majority vote of the Board. The Board of Directors cannot remove individuals from the Board itself except in cases of excessive absenteeism.

V. Board Structure and Functions"?

A. Board Officers: The Board of Directors has two officers: chair and vice chair. The Board elects officers at its Annual Meeting, which is the regular Board meeting held in December immediately following Board elections. Officers are elected by roll call vote.

The Board Chair facilitates all meetings and ensures that the Board follows Roberts Rules for conducting meetings. The Board Chair and Vice Chair, working closely with the Superintendent, plan meeting agendas. Special meetings may be recommended by the Superintendent to conduct the Board's business. The Chair also serves as the Board's spokesperson. The Chair is responsible for reviewing Board member assignments to committees and signing documents on behalf of the Board.

The Vice Chair presides over meetings when the Chair is absent, assists the Chair in planning meeting agendas as needed, and is responsible for board self-monitoring, including keeping time during public comment.

Each of these positions acts as a representative of the board, not as an individual. No process or initiative should be acted upon without a full representation of board views.

B. Board Member Participation on Committees: The Board approves the assignment of a legislative committee, community-based committees, and district advisory committees.

The legislative committee members represent the Board at state association legislative assemblies/conferences and the annual delegate assembly, assists in the development of the annual legislative agenda and keeps the Board informed of legislative issues throughout the year.

The Board may approve the assignment of a Board member to a community-based committee when the Board has been requested to have standing representation on a committee.

The district may convene advisory committees for the purpose of helping the Superintendent prepare recommendations for Board action. Board members may serve on these committees, acting in an advisory capacity to the Superintendent. Current Griffin Board advisory committees include:

- Policy Committee
- Budget Committee
- Facilities Committee
- Personnel Committee

C. **Board Work-Study Session (special board meetings):** Typically, on a monthly basis, the Board schedules work-study sessions to investigate issues in greater depth than can be done at a regular board meeting. Notice will be given just as if a regularly scheduled Board meeting is to be held, and the meetings are open to the public. In these meetings, the Board's work is similar to that of an advisory committee, preparing actions to be brought to the Board in a regular meeting. No action is taken.

D. **Board Policymaking:** One of the three major work products of the Board is policy that serves as guidance for the effective and efficient operation of the school district. Board policies are developed in accordance with Washington laws and regulations, and in alignment with the Board's other policies. It is important that Board policies be regularly reviewed and updated, which in addition to the adoption of new policies, is the sole responsibility of the Board.

E. **Board Hearings:** One of the responsibilities of the Board of Directors is to conduct hearings. For many of these, such as student disciplinary hearings and employee personnel hearings, the Board serves as an impartial hearing panel. In these instances, Board members must make their decision based only on evidence and information presented at the hearing. Regardless of whether the Board is serving as an impartial panel, or in a grievance hearing, Board members have an obligation to treat those coming before them respectfully and fairly, adhering to the highest standards of professional conduct.

F. **Budget Process:** The Board is responsible for the adoption of a budget for the school district. The Superintendent presents a proposed budget to the Board on an annual basis, usually in July. Prior to budget adoption, the Board allows for a public hearing in which it will consider presentations from school district administrators and public comments.

G. **Hiring the Superintendent:** The selection of a Superintendent is one of the most important decisions that a Board of Directors can make. Accordingly, this process should follow Board policy.

H. **Hiring Staff:** In accordance with state law, the Board reserves to itself official confirmation of the Superintendent's hiring decisions. Nevertheless, except when hiring the Superintendent, the Board does not exercise a primary role in the hiring process. The Board delegates authority over the selection process to the Superintendent, who will identify the best qualified personnel for hiring.

I. **Assignment of Responsibility to the Superintendent:** Under state law the Superintendent is the board secretary and chief executive of the district. He/she is responsible for leading and managing the school district, hiring and supervising personnel, developing and administering the budget, and advising the Board on educational trends and research, board policies and applicable laws. The Superintendent regularly communicates to the Board the district's progress in achieving desired results for students.

J. **Delegation of Authority to the Superintendent:** The Board delegates to the Superintendent sufficient authority to administer district operations, accomplishing desired results while complying with applicable laws, regulations, and policies.

K. **Superintendent Accountability:** The Superintendent is the only school district employee directly supervised by the Board of Directors. The Board evaluates the Superintendent's performance, makes decisions concerning employment contract, including job expectations, compensation, and contract length (up to the statutory limit of 3 years).

L. **Board Accountability:** The Board holds itself accountable through a self-evaluation process. The Board will use the WSSDA School Board Self-Evaluation tool for this purpose. As part of this process, the Board will periodically review its conduct, its adherence to policy, its treatment of the public, staff and one another, its focus on student achievement, and its maintenance of the Board-Superintendent relationship.

VI. Board Meetings

A. **The Board Does Its Work in Meetings:** The Board is a collective body and by statute can only act when a quorum is assembled in a legally constituted meeting. Between meetings individual Board members or two members working together can do pre-board work, preparing work to be brought to the Board for action, but cannot substitute their own actions for action taken at an open public Board meeting.

B. **General Meeting Structure:** Regular Board meetings are structured to efficiently conduct the Board's business with the first part consisting of opening activities such as the pledge of allegiance, reading of the land acknowledgement, and consideration of the consent agenda and required approvals, and hearing public comments. The next section of the meeting is dedicated to the Superintendent's report (including a fiscal report), and the last section is "for the good of the order", which includes any Board members' reports and/or committee updates.

C. **Annual Meeting:** The first Board meeting following final certification of Board member elections (normally in December), is when the Board holds its Annual Meeting. At this meeting, newly elected Board members are sworn in and seated with the Board for the first time, and the Board elects its officers.

D. **Meeting Schedule:** In accordance with Policy 1400 Meeting Conduct, Order of Business and Quorum: With a few exceptions, Board Work-Study Sessions (special meetings) are typically held at 6 pm on the second Wednesday of each month and Regular Board Meetings are held at 6 pm on the fourth Wednesday of each month in the Griffin Library, or at other times and places determined by the Board Chair or a majority vote of the Board.

E. **Notice of Meetings:** Except in emergency circumstances, all Board meetings must be posted at least twenty-four hours in advance. Board members receive meeting agendas and relevant documents and materials prior to meetings, normally on the weekend prior to a meeting.

F. **Public Records Requests:** All public records requests are handled by the Superintendent's office. If a Board member receives a request, direct the requestor to the Superintendent.

G. **Regular Meetings:** Regular meetings of the Board are those meetings listed on the calendar which is adopted annually by the Board. Board meetings are generally held at 6 pm in the Griffin School Library.

H. **Special Meetings:** In accordance with Policy 1400 Meeting Conduct, Order of Business and Quorum: Special Meetings typically happen monthly in the form of a Work-Study Session on the second Wednesday of each month. Special meetings may also be called by the Board Chair or at the request of the majority of the Board Members. Special meetings can be called for a specific purpose and may consist of a single agenda item.

I. **Board Quorum:** Three members of the Board constitute a quorum. Unless otherwise specified by law or board policy, a majority of board members present and voting on a particular item is sufficient for approval.

J. **Public Comment at Meetings:** The Board provides an agenda item at the beginning of each meeting for public comment, enabling any individual to address the Board on any subject, regardless of whether or not it is specifically listed on the agenda. Three minutes is typically allotted to each speaker, but the time limit may be modified by the Board Chair. Per Board policy 5161 Civility in the Workplace, no inappropriate or disrespectful conduct is allowed. Persistence in such conduct will be grounds for termination by the Chair of that individual's privilege to speak and, if disruptive behavior continues, removal from the meeting.

   The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of public comment, with the exception of emergency situations, the Board will provide a period at or before every regular meeting at which final action is to take place for public comment. During the public comment period, visitors may address the Board on any topic within the scope of the Board's responsibility. Public comment may occur orally or through written comments submitted before the meeting. Written comments must adhere to the standards of civility discussed above and must be received by the Superintendent's office at least 24 hours before the board meeting. All written public comments timely submitted will be distributed to each board member.

K. **Meeting Agendas:** The Superintendent, guided by the Board's adopted annual schedule of presentations prepares a meeting agenda for each Board meeting. The Board Chair and/or Vice Chair typically review and approve it on behalf of the Board. Meeting agendas, along with necessary supporting documents and materials, are distributed to Board members on the Friday before the meeting (with the exception of some fiscal reports, which will be sent to the Board and added to the agenda no later than 24 hours before the scheduled Board meeting). Board agendas are designed to ensure focused, informed discussion on student learning and related educational issues that the Board will be addressing. Board agendas do not include matters that are unnecessary, trivial, or are best addressed at the staff level. At each Board meeting, items may be added to the agenda with the approval of the Board.

L. **Consent Agenda:** Agenda items that require a Board vote but do not require discussion are placed on the consent agenda.

M. **Required Approvals:** Items that require Board approval are added to the agenda item "Required Approvals." All items on the list have been prepared by District staff in alignment with District policy and state law. District staff are usually available to answer questions about these items and appreciate receiving questions in advance of the meeting in order to provide a thorough response and explanation for a Board Director.

N. Preparation for Meetings: Board members are expected to prepare for meetings by reading all materials provided in advance and communicate with the Chair. Board members with specific questions about the materials are asked to email the superintendent's office so that district staff can prepare to answer questions during the open public meeting.

O. Board Member Attendance: Because service as a School Director is a public trust undertaken on behalf of our community, board members are expected to attend all scheduled meetings. If a personal or professional conflict prevents attendance, a member may request to be excused, but this should be a rare occurrence. Repeated, unexcused absences constitute the only statutory reason available to the Board to declare a position vacant.

Members should strive to arrive on time and plan to attend in person whenever possible. Those who cannot arrive on time or who will need to attend remotely should give notification to the Board Chair. Out of respect to attendees, meetings should proceed as scheduled if a quorum is present.

P. Meeting Norms: The Board of Directors commits itself to be a professional body whose meetings are models of appropriate behavior for the school district.

In order to ensure that meetings are as effective and useful as possible, members will avoid surprises by directing their questions or specific concerns, in advance, to the superintendent or the Board Chair. The Board believes that informed, respectful and thorough discussion, and even rigorous debate is the best means of arriving at good decisions for the school district. Accordingly, during discussion Board members will listen attentively, consider all points of view, support their positions with evidence, be prepared to answer questions from other Board members, focus on the issue at hand, avoid negative and personal comments, and be prepared to compromise, understanding that the goal of debate among Board members is not to prevail but to arrive at the best possible decision.

Q. Robert's Rules: The Board conducts its meetings using *Robert's Rules of Order.* The Board Chair serves as parliamentarian, but the Chair's rulings can be overturned by majority vote of the Board.

R. Voting: The Board is a collective body and, as such, only acts via a vote of its members. Votes are taken in public at a properly posted meeting of the Board, and are recorded in writing. Motions are made by one board member and seconded by another before they are considered for action. Members may vote for or against a motion, or abstain from voting. Members may explain their intended vote during Board discussion, but they are not required to do so.

S. **Executive or Closed Sessions:** Although as a public body the Board must meet and conduct its business in public, under certain narrowly defined exceptions the Board may need to exclude the public from a portion of its meeting by calling an executive session. Permissible reasons for holding an executive session are limited by law. They include discussion of district positions in collective bargaining, evaluation of an employee, reviewing candidates for appointment to the Board, pending claims and litigation, and student disciplinary matters. Although the law allows for discussion while in executive session, any subsequent action to be taken by the Board must occur when the Board is reconvened in open session.

T. **Meeting Minutes:** In order to appropriately inform the public of the Board's work, Board minutes contain the time of the meeting; members in attendance; Board actions/decisions; and a description of executive sessions held.

U. **Board Retreat:** The Board recognizes that it will be necessary to meet occasionally (usually on an annual basis) in a less formal setting to allow for professional learning. Retreats may be held at times and locations that are different from regularly scheduled meetings. In addition to the attendance of all Board members, the Superintendent, and members of the Superintendent's Cabinet, members of the public may attend as observers.

VII. Board-Superintendent Communication

A. **Listening, Cooperation, and Support:** Open communication requires trust, respect and a fundamental belief in goodwill among board members and the superintendent. Messages are open, honest, and tactful. Listening expresses the concern for others by showing an interest in not only the information but the other person. Active listening benefits each party and is a key to effective communication.

As members of a board-superintendent team, the directors will make the following commitments to minimize misunderstandings and reduce conflict by:

- Supporting each other constructively and courteously
- Maintaining confidentiality
- Focusing their discussions on issues, not personalities, keeping the tone and demeanor of discussions professional by avoiding defensiveness and personalized anger
- Encouraging constructive disagreement
- Upholding the integrity of every individual
- Pursuing thorough understanding

The board will give direction to the superintendent only as a total board through adopted policies or action taken at a board meeting.

B. **Judgment and Trust:** The complexities of operating a school district cannot be fully addressed in policies, procedures or operating principles. Working with people and handling difficult and controversial issues on a daily basis requires good judgment, common sense and a strong trust relationship between the board and the superintendent. Every complaint cannot be resolved to the satisfaction of all parties involved; every issue or concern will not be foreseen. For these reasons, trust in each other, allowance for error, and team efforts to address problems through open and transparent discussion of all directors' and the superintendent's perspectives are a key part of an effective school district operation. The board and superintendent will approach these situations with the belief that the other person is working in good faith with good expectations.

C. **Responding to Complaints and Concerns:** Board members will contact the superintendent directly when they hear concerns in the community regarding issues relating to district administration, programs, or personnel.

   When a board member or the superintendent is contacted by a community member or a staff member who has a complaint, she/he will:

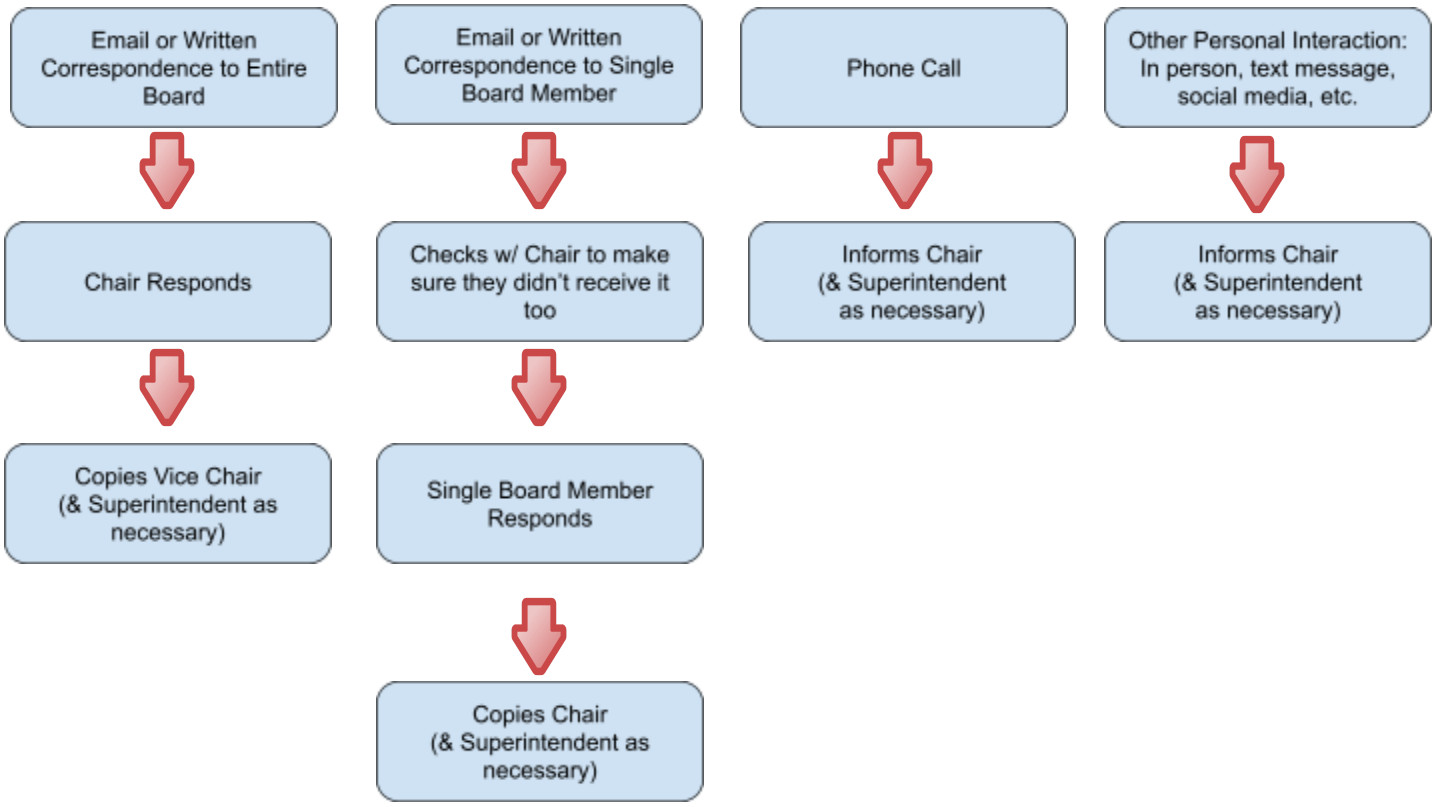
   - Listen to the individual's concern
   - Inquire if the individual has discussed the issue with the person immediately responsible (the teacher, principal, etc).
   - Explain that the district process for resolving concerns and conflicts is to address the concern with the person immediately involved. If this has not been done, tell them how to contact the appropriate person. Describe the appropriate channels that should be followed if the complaint is not resolved.
   - Remember that anything a director says as an individual could be given the meaning by the listener as the "position of the board or the superintendent", and therefore a director will be careful not to give the appearance of agreeing with the person when he or she means to actively listen or to listen sympathetically.

   When appropriate, the superintendent is responsible for following up with the board members to ensure each is aware of the response provided by the administration.

D. **Board Communication Tree:** When responding to communications from community members, Board members will follow the guidelines outlined in the communication tree (Appendix A).

Appendix A

Board Communication Tree



Coversheet

1630 Evaluation of the Superintendent

Section: V. Policy Updates
Item: A. 1630 Evaluation of the Superintendent
Purpose: Discuss
Submitted by:
Related Material: 1630 Evaluation of the Superintendent.docx (Griffin 2025).pdf
1630 Evaluation of the Superintendent (WSSDA 2026).docx.pdf

Policy: 1630
Section: 1000 - Board of Directors

Evaluation of the Superintendent

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

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

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

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

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

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

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

Griffin Updated: **December 17, 2025**
Reviewed by Griffin: **December 3, 2025**
WSSDA Last Revised: **October 02, 2025**
Classification: **Critical**
Prior Revised Dates: **04.98; 12.11; 12/01/2013**

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Policy: 1630

Section: 1000 - Board of Directors

Evaluation of the Superintendent

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

The superintendent will have the opportunity for confidential conferences with the board members, for the purpose of aiding the superintendent in their performance. The board, on the basis of the evaluation, may vote to extend the superintendent's contract for periods not to exceed three years. In the event of an unsatisfactory evaluation, the board may review the superintendent's contract regarding termination provisions.

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

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

Griffin Updated: _____
WSSDA Last Revised: **September 24, 2026**
Griffin Updated: **December 17, 2025**
Classification: **Critical**
Prior Revised Dates: **04.98; 12.11; 12/01/2013; 10/02/2025; 05/05/2026**

Legal References:

- RCW 28A.400.010 Employment of superintendent - Superintendents qualifications, general powers, term, contract renewal
- WSSDA Superintendent Evaluation

Management Resources:

- 2026 - September Issue
- 2025 - October Issue
- 2013 - December Issue

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Coversheet

2022 Electronic Resources & Internet Safety

Section: V. Policy Updates
Item: B. 2022 Electronic Resources & Internet Safety
Purpose: Discuss
Submitted by:
Related Material: 2022 Electronic Resources and Internet Safety (Griffin 2024) (1).pdf
2022 Electronic Resources and Internet Safety (WSSDA 2026).docx.pdf

Policy: 2022
Section: 2000 - Instruction

Electronic Resources and Internet Safety

The Griffin Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient and safe users of information, media, and technology, including appropriate use of artificial intelligence to succeed in a digital world.

Electronic Resources
The district will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The district's technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

The superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities.

Internet Safety
To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful, or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures, or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

Cross References:	5281 - Disciplinary Action and Discharge
	4040 - Public Access to District Records

	4400 - Election Activities 3241 - Student Discipline 3231 - Student Records 3207 - Prohibition of Harassment, Intimidation, and Bullying of Students 2025 - Copyright Compliance 2020 - Course Design, Selection and Adoption of Instructional Materials 2023 - Digital Citizenship and Media Literacy
Legal References:	18 USC □□□□ 2510-2522 Electronic Communication Privacy Act Pub. L. No. 110-385 Protecting Children in the 21st Century Act
Management Resources:	2015 - June Policy Issue 2012 - October Issue 2012 - February Issue Policy News, June 2008 Electronic Resources Policy News, June 2001 Congress Requires Internet Blocking at School Policy News, August 1998 Permission required to review e-mail

Approved: **November 26, 2024**

Classification: **Encouraged**
Prior Revised Dates: **10.00; 10.01; 06.08; 02.12; 10.12; 06/01/2015; 3.29.24**

Policy: 2022
Section: 2000 - Instruction

Electronic Resources and Internet Safety

The Griffin Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient and safe users of information, media, and technology, including appropriate use of artificial intelligence to succeed in a digital world.

Electronic Resources

The district will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The district's technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

The superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic resources, including those that access Internet and social media, and/or utilize artificial intelligence, and to regulate use of personal electronic resources on district property and related to district activities.

Internet Safety

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or

designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful, or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures, or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

Griffin Updated: _____
WSSDA Last Revised: **July 10, 2026**
Griffin Adopted: **November 26, 2024**
Classification: **Important**
Prior Revised Dates: **10.00; 10.01; 06.08; 02.12; 10.12; 06/01/2015; 03/29/2024**

Legal References:

- 18 USC - 2510-2522 Electronic Communication Privacy Act
- Pub. L. No. 110-385 Protecting Children in the 21st Century Act

Management Resources:

- 2026 - July Issue
- 2024 - March Issue
- 2015 - June Policy Issue
- 2012 - October Issue
- 2012 - February Issue
- Policy News, June 2008 Electronic Resources
- Policy News, June 2001 Congress Requires Internet Blocking at School
- Policy News, August 1998 Permission required to review e-mail

Cross References:

- 5281 - Disciplinary Action and Discharge
- 4040 - Public Access to District Records
- 4400 - Election Activities
- 3241 - Student Discipline
- 3231 - Student Records
- 3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
- 2025 - Copyright Compliance
- 2020 - Course Design, Selection, and Adoption of Instructional Materials
- 2023 - Digital Citizenship and Media Literacy

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Coversheet

2125 Sexual Health Education

Section: V. Policy Updates
Item: C. 2125 Sexual Health Education
Purpose: Discuss
Submitted by:
Related Material: 2125 Sexual Health Education (Griffin 2018).pdf
2125 Sexual Health Education (WSSDA 2021).docx.pdf

Sexual Health Education

The Griffin School Board of Directors is authorized by law to determine whether sexual health education instruction will be offered in the district. The board has determined that such a program will be offered to students, consistent with state law.

Sexual health education instruction offered by the district will be medically and scientifically accurate, age appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation and include information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's sexual health education program will be consistent with the *Guidelines for Sexual Health Information and Disease Prevention* developed by the Department of Health and the Office of Superintendent of Public Instruction.

The superintendent will provide parents/guardians an opportunity to review the materials to be used and provide information on excluding their child from sexual health education instruction.

Cross References:	2126 - HIV-AIDS Prevention Education 2020 - Course Design, Selection and Adoption of Instructional Materials
Legal References:	RCW 28A.300.475 Medically accurate sexual health education—curricula—Participation excused—Parental review RCW 28A.600.480(2) Reporting of harassment, intimidation, or bullying—Retaliation prohibited—Immunity WAC 392-410-140 Sexual health education—Definition—Optional course or subject matter—Excusal of students
Management Resources:	2009-February Issue Policy News, August 2007 Sex Education Curriculum and Instruction

Adoption Date: _____
Classification: **Priority**
Revised Dates: **08.07; 02.09; 12.11**

2/28/18

Policy: 2125
Section: 2000 - Instruction

Sexual Health Education

The Griffin Board of Directors has determined that all students be provided instruction in comprehensive sexual health education, consistent with state law.

In grades K-3 instruction will be social and emotional learning that is consistent with the social and emotional standards and benchmarks adopted by the Office of Superintendent of Public Instruction (OSPI).

Comprehensive sexual health education instruction provided by the district to students in grades 4-8 will be medically and scientifically accurate, age appropriate, and inclusive of students regardless of their protected class status under Chapter 49.60 RCW. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's comprehensive sexual health education program will be consistent with the *Guidelines for Sexual Health Information and Disease Prevention* developed by the Department of Health and the Office of Superintendent of Public Instruction, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475.

Instructional materials will be chosen from a list provided by OSPI or will be identified or developed by the district and reviewed using comprehensive sexual health education curriculum analysis tools provided by OSPI.

The superintendent will provide parents/guardians an opportunity to review the materials to be used, including or providing electronic access, will provide information on excluding their child from sexual health education instruction, and will grant all such requests.

The superintendent or their designee will annually identify to OSPI any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with legislative requirements.

Griffin Updated: _____
WSSDA Last Revised: **February 25, 2021**
Griffin Adopted: **February 28, 2018**

Classification: **Important**
Prior Revised Dates: **08.07; 02.09;12/01/2011**

Legal References:

- RCW 28A.300.475 Medically accurate sexual health education - Curricula - Participation excused - Parental review
- RCW 28A.600.480(2) Reporting of harassment, intimidation, or bullying - Retaliation prohibited - Immunity
- WAC 392-410-140 Sexual health education - Definition - Optional course or subject matter - Excusal of students

Management Resources:

- 2009 - February Issue
- Policy News, August 2007 Sex Education Curriculum and Instruction
- 2021 - February Issue

Cross References:

- 2126 - HIV-AIDS Prevention Education
- 2020 - Course Design, Selection, and Adoption of Instructional Materials

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Coversheet

2150 Co-Curricular Program

Section: V. Policy Updates
Item: D. 2150 Co-Curricular Program
Purpose: Discuss
Submitted by:
Related Material: 2150 Co Curricular Program (Griffin 2000).pdf
2150 CoCurricular Program (WSSDA 2014).docx.pdf

Policy No. 2150
Instruction

COCURRICULAR PROGRAM

The board recognizes that the goals and objectives of the district can best be achieved by providing a broad offering of purposeful learning experiences, some of which are more appropriately conducted outside of the approved curriculum of the district. Such activities shall ordinarily be conducted wholly or partly outside the regular school day and shall be available to all students who voluntarily elect to participate. The cocurricular program encompasses approved curriculum-related activities.

The board shall approve all activities included within the ASB program. The principal is authorized to approve curriculum-related activities that are not part of the ASB program and shall make school facilities available for them and designate staff members to support and supervise them.

The criteria to be used by the principal for approving curriculum-related activities are:

A. the purposes and/or objectives shall be part of a specific program or course offering;

B. the participating students shall be currently enrolled in a related course or program or possess the entry level knowledge and/or skills to successfully participate in the activity;

C. the group shall be supervised by a qualified staff member;

D. the cost of the activity must not be prohibitive to student or district;

E. the activity must comply with Title IX requirements;

F. all activity must take place on school premises unless approved in advance by the school principal; and,

G. the activity must not be secretive in nature.

Curriculum related activities, whether approved by the board as part of the ASB or by the principal, must meet at least one of the following criteria:

A. The subject matter of the activity is actually taught or will soon be taught in a regularly offered course;

B. The subject matter of the activity concerns the body of courses as a whole; or

C. Participation in the activity is required for a particular course.

The board directs the superintendent to develop appropriate procedures for proper planning, funding, approval and implementation of all activities offered within the above guidelines. The principal shall be responsible for administering the cocurricular program in the school. An opportunity will be made available in each school for students, including those with disabilities, to participate in some aspect of the program.

Cross References: Board Policy:

2151	Interscholastic Athletics

Legal References:

20 U.S.C. 4074	Equal Access Act
RCW 28A.600.200	Interschool athletic and other extra-curricular activities for students, regulation of—Delegation, conditions
28A.640.020	Regulations, guidelines to eliminate discrimination—Scope
WAC 392138010	Definitions
392138030(2a)	Powers—Authority and policy of board of directors
392190030	General Recreational and athletic activities—Equal opportunity factors considered
392190040	Recreational and athletic activities—student interest—Required survey instrument

Adoption Date: May 17, 2000

Policy: 2150

Section: 2000 - Instruction

Co-Curricular Program

The board recognizes that the goals and objectives of the district can best be achieved by providing a broad offering of purposeful learning experiences, some of which are more appropriately conducted outside of the approved curriculum of the district. Such activities will ordinarily be conducted wholly or partly outside the regular school day and will be available to all students who voluntarily elect to participate. The co-curricular program encompasses approved curriculum-related activities.

The board will approve all activities included within the Associated Student Body (ASB) program. The principal is authorized to approve curriculum-related activities that are not part of the ASB program and will make school facilities available for them and designate staff members to support and supervise them.

The district will not exclude any person from participation in the co-curricular program, deny any person the benefits of such a program or otherwise discriminate against any person in any co-curricular program on the basis of the categories identified in the district's Nondiscrimination policy.

The criteria to be used by the principal for approving curriculum-related activities are:

A. The purposes and/or objectives will be part of a specific program or course offering;
B. The participating students will be currently enrolled in a related course or program or possess the entry level knowledge and/or skills to successfully participate in the activity;
C. The group will be supervised by a qualified staff member;
D. The cost of the activity must not be prohibitive to student or district;
E. The activity must comply with Title IX requirements;
F. All activity must take place on school premises unless approved in advance by the school principal; and
G. The activity must not be secretive in nature.

Curriculum related activities, whether approved by the board as part of the ASB or by the principal, must meet at least one of the following criteria:

A. The subject matter of the activity is actually taught or will soon be taught in a regularly offered course;
B. The subject matter of the activity concerns the body of courses as a whole;
C. Participation in the activity is required for a particular course; or

D. Participation in the activity results in academic credit.

The board directs the superintendent to develop appropriate procedures for proper planning, funding, approval and implementation of all activities offered within the above guidelines.

The principal will be responsible for administering the co-curricular program in the school. An opportunity will be made available in each school for students, including those with disabilities, to participate in some aspect of the program. A survey will be conducted at least once every three (3) years to assure that the recreational and athletic activities program accurately responds to the needs and desires of both male and female students.

The district will evaluate its intramural and interscholastic program at least once each year to ensure that equal opportunities are available to members of both sexes with respect to participation in interscholastic and/or intramural programs.

Griffin Updated: _____
WSSDA Last Revised: **December 01, 2014**
Griffin Adopted: **May 17, 2000**
Classification: **Important**
Prior Revised Dates: **12.11**

Legal References:

- 20 U.S.C 4071 et seq. Equal Access Act
- RCW 28A.325.020 Associated student bodies - Powers and responsibilities affecting
- RCW 28A.600.200 Interschool athletic and other extracurricular activities for students - Authority to regulate and impose penalties - Delegation of authority - Conditions
- RCW 28A.640.020 Regulations, guidelines to eliminate discrimination - Scope - Sexual harassment policies
- WAC 392-138-010 Definitions
- WAC 392-190-025 Recreational and athletic activities
- WAC 392-190-030 Recreational and athletic activities - Annual athletic evaluation
- WAC 392-190-040 Recreational and athletic activities - Student athletic interest survey
- WAC 392-190-045 Recreational and athletic activities - Facilities

Management Resources:

- 2014 - December Issue

Cross References:

- 2151 - Interscholastic Activities
- 3210 - Nondiscrimination
- 3510 - Associated Student Bodies
- 4260 - Use of School Facilities

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Coversheet

2161 Special Education and Related Services for Eligible Students

Section: V. Policy Updates
Item: E. 2161 Special Education and Related Services for Eligible Students
Purpose: Discuss
Submitted by:
Related Material:
2161 Special Education and Related Services for Eligible Students (No Date).pdf
2161 Special Education and Related Services for Eligible Students (WSSDA 2026).docx.docx.pdf

Policy: 2161
Section: 2000 - Instruction

Special Education and Related Services for Eligible Students

The board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for eligible students will be an integral part of the general educational programs of this district, and will be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options, which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and if, appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act in accordance with district policy and procedures.

Mediation or Resolution Agreements
The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

Commencement Exercises/Certificate of Attendance
In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an IEP whose disabilities have impacted their opportunity to accumulate credits. Each student's IEP team will determine the student's graduation plan, including graduation date. IEP students who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. IEP students will receive a certificate of attendance until they complete their credits for graduation.

The district superintendent will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Cross References:

2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
2163 - Response to Intervention
2410 - High School Graduation Requirements
3231 - Student Records
3241 - Student Discipline
3246 - Restraint, Isolation and Other Uses of Reasonable Force
4217 - Effective Communication

Legal References:	Chapter 28A.155 RCW Special education
	RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.
	RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.
	RCW 28A.605.020 Parents' Access to Classroom or School Sponsored Activities — Limitation
	Chapter 49.60 RCW Discrimination — Human rights commission
	Chapter 392-172A, WAC Rules for the provision of special education
	29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794
	20 U.S.C. 1400 et seq. Individuals with Disabilities Education Act of 2004
	42 U.S.C. 12131-12133 Americans with Disabilities Act of 1990
	28 CFR Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services
	34 CFR Part 99 Family Education Rights and Privacy Act (FERPA)
	34 CFR Part 104 Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance
	34 CFR Part 300 Assistance to States for the Education of Children With Disabilities
	34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities
Management Resources:	2016 - March Issue
	2014 - June Issue
	2009 - October Issue
	Policy News, December 2007 Updated Special Education Policy and Procedure
	Policy News, June 2007 Graduation Ceremonies for Special Education Students
	Policy News, December 1999 Rule Adoption Leads to Special Education Policy

Adoption Date:
Classification: **Essential**
Revised Dates: **02.00; 06.07; 12.07; 10.09; 12.11; 06.14; 03.16**

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Policy: 2161
Section: 2000 - Instruction

Special Education and Related Services for Eligible Students

The board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for eligible students will be an integral part of the general educational programs of this district and will be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options, which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of students with disabilities will be addressed individually and, if appropriate, students will be provided accommodations, modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 in accordance with district policy and procedures.

Mediation or Resolution Agreements

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

The superintendent or designee will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Griffin Updated: _____
WSSDA Last Revised: **July 10, 2026**
Classification: **Critical**
Prior Revised Dates: **02.00; 06.07; 12.07; 10.09; 12.11; 06.14;03/01/2016; 12/16/2021**

Legal References:

- Chapter 28A.155 RCW Special education
- RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 - Procedures - Definitions.
- RCW 28A.600.486 District policy on the use of isolation and restraint - Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.
- RCW 28A.605.020 Parents - Access to Classroom or School Sponsored Activities - Limitation
- Chapter 49.60 RCW Discrimination - Human rights commission
- Chapter 392-172A, WAC Rules for the provision of special education
- 29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93 516, 29 U.S.C. 794
- 20 U.S.C. 1400 et seq. Individuals with Disabilities Education Act of 2004
- 42 U.S.C. 12131-12133 Americans with Disabilities Act of 1990
- 28 CFR Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services
- 34 CFR Part 99 Family Education Rights and Privacy Act (FERPA)
- 34 CFR Part 104 Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance
- 34 CFR Part 300 Assistance to States for the Education of Children With Disabilities
- 34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities

Management Resources:

- 2026 - July Issue
- 2021 - December Issue
- 2016 - March Issue
- 2014 - June Issue
- 2009 - October Issue
- Policy News, December 2007 Updated Special Education Policy and Procedure
- Policy News, June 2007 Graduation Ceremonies for Special Education Students
- Policy News, December 1999 Rule Adoption Leads to Special Education Policy

Cross References:

- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 2163 - Response to Intervention
- 2410 - High School Graduation Requirements
- 3231 - Student Records
- 3241 - Student Discipline
- 3246 - Restraint and Isolation
- 4217 - Effective Communication

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Coversheet

2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Section: V. Policy Updates
Item: F. 2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Purpose: Discuss
Submitted by:
Related Material:
2162 Education of Students with Disabilities under section 504 (Griffin 2000).pdf
2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 (WSSDA 2016).docx (1).pdf

EDUCATION OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled under this policy even though they are not eligible for services pursuant to the Individuals with Disabilities Education (IDEA).

Section 504 of the Rehabilitation Act of 1973 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she (1) has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), has a record of such an impairment, or is regarded as having such an impairment; and (2) is between the ages of 3 to 21 years old.

The District shall comply with the federal policies that require free appropriate public education, childfind, equal educational opportunity, confidentiality of information, parent involvement, participation in least restrictive environment, evaluations, placement, reevaluation, programming to meet individual needs, placement procedures, nonacademic services, preschool and adult education programs, disciplinary exclusion, transportation, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.

A. FREE APPROPRIATE PUBLIC EDUCATION The District shall provide a free appropriate public education (regular or special education and related aids and services) to school-age children with disabilities in the District's jurisdiction. Instruction shall be individually designed to meet the needs of the disabled students as adequately as the needs of the nondisabled students are met.

B. CHILDFIND The District shall annually undertake to identify and locate every qualified disabled student residing in the District's jurisdiction who is not receiving a public education, and take appropriate steps to notify disabled children and their parents or guardians of the District's responsibilities under Section 504.

C. EQUAL EDUCATIONAL OPPORTUNITY The District shall provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to nondisabled students. The teachers of disabled students shall meet comparable standards for certification that teachers of nondisabled students meet. Facilities shall be of comparable quality and appropriate materials and equipment shall be available.

D. CONFIDENTIALITY OF INFORMATION The confidentiality of student records will be maintained throughout the period of time when such records are collected, stored, disclosed, or destroyed by the District.

E. PARENT INVOLVEMENT The District shall obtain the informal consent of parents or guardians before conducting an initial evaluation of a student. The District will notify parents or guardians of the evaluation results and any programming and placement recommendations. The District will notify parents or guardians before initially placing a disabled student, conducting subsequent evaluations of the student, or implementing a significant change in the student's placement. The District shall notify parents or guardians of their right to review and challenge the District's program and placement decisions if they disagree with them. Section 504 does not give parents the right to participate in a meeting during which their child's program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

F. PARTICIPATION IN THE LEAST RESTRICTIVE ENVIRONMENT

1. Academic setting. To the maximum extent appropriate to the needs of disabled students, the District shall educate disabled students with nondisabled students. In order to remove a child from the regular educational environment, the District must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the District places a student in a setting other than the regular education environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the student's home.

2. Nonacademic setting. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR 104.37, the District shall ensure that disabled students participate with nondisabled students in such activities and services to the maximum extent appropriate to the needs of the disabled student in question.

G. EVALUATIONS

1. If a student needs or is believed to need special education or related services, the District shall evaluate the student prior to placement and before any subsequent "significant change in that placement."

Examples of significant changes in placement include:

a. Expulsion
b. Suspensions which exceed 10 consecutive days in a school year
c. Cumulative short-term suspensions which create a pattern of exclusion
d. Transferring a student to home instruction
e. Graduation from high school
f. Significantly changing the composition of the student's class

2. The District shall establish policies and procedures for evaluation and placement which ensure that tests and other evaluation materials:

   a. Have been validated and are administered by trained personnel
   b. Are tailored to assess educational need and are not merely based on IQ scores
   c. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular deficits)

H. PLACEMENT PROCEDURES In interpreting evaluation data and in making placement decisions, the District shall (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered, (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options, and (4) ensure that the student is educated with his/her nondisabled peers to the maximum extent appropriate.

Residential placements will be provided by the District if necessary to provide a free appropriate education to a disabled student.

In regard to out-of-district placements, if the District affords a free appropriate education to a student but the parent chooses to place the child elsewhere, the District is not responsible to pay for the out-of-district placement.

6. RE-EVALUATIONS The District shall provide for periodic reevaluation of disabled students. No time frame is specified in Section 504; however, the every 3 years requirement of the IDEA will be encouraged. A reevaluation is also required before any "significant change of placement," as defined above in Part "G."

J. PROGRAMMING TO MEET INDIVIDUAL NEEDS The District recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of nondisabled students are met. To adequately meet individual needs, academic and related services for students with disabilities may need to be significantly different in character from those offered to students without disabilities. A documented procedure such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals is recommended.

K. NONACADEMIC SERVICES The District shall provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford disabled students an equal opportunity for participation in such services and activities.

Nonacademic and extracurricular services and activities may include counseling services, physical recreation athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies which provide assistance to disabled persons, and employment of students, including both employment by the District and assistance in making available outside employment. The reasonable health and safety standards for all students shall be observed.

1. Counseling Services. In providing personal, academic or vocational counseling, guidance, or placement services to its students, the District shall provide these services without discrimination on the basis of disability. The District shall ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are non-disabled students with similar interests and abilities.

2. Physical education and athletics. In providing physical education courses and athletics and similar programs and activities to any of its students, the District shall not discriminate on the basis of disability. As the District offers physical education courses and operates or supports interscholastic, club, or intramural athletics, it shall provide an equal opportunity for qualified students with disabilities to participate in these activities. The District may offer to disabled students physical education and athletic activities that are separate or different from those offered to nondisabled students only if separation or differentiation is consistent with the requirements of 34 CFR §104.34 and only if no qualified disabled student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

L. PRESCHOOL AND ADULT EDUCATION PROGRAMS In the operation of preschool education, or day care program or activity, or an adult education program or activity, the District shall not, on the basis of disability, exclude qualified students with disabilities from the program or activity and shall take into account the needs of such persons in determining the aid, benefits, or services to be provided under the program or activity.

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M. DISCIPLINARY EXCLUSION

a. Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. Such disciplinary exclusions cannot be implemented until the District has satisfied the required change of placement procedures.

b. Qualified disabled students should be recognized as having a disabling condition before discipline is imposed on them, especially before imposing long-term suspension (a suspension of more than five days duration) or regular expulsion upon a qualified disabled student that could constitute a significant change of placement. The school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals determine whether or not there is a causal relationship between the student's misconduct and his or her disability. They are also to consider the appropriateness of the student's current placement and program. This determination will take into account the student' s current evaluation and Individualized Accommodation Plan (IAP), under Section 504. For students considered disabled under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to be disability-related or due to an inappropriate placement or program. When a student's misconduct is determined causally related to his/her disabling condition, procedures at d. below shall be instituted in lieu of either long-term suspension or expulsion.

c. When a student poses an immediate and continuing danger to him or herself and/or others (see WAC 18040295), an emergency expulsion of up to ten (10) days may be used to alleviate immediate risk on the condition that procedures at WAC 18040300, be modified to require the regular disciplinary hearing be held within ten (10) school business days whether the student or parent/guardian requests a hearing or not. The purpose of this regular disciplinary hearing is to determine the nature of, and consequences for, the misconduct.

In the event the student is covered by or believed to be covered by Section 504, the Section 504 Compliance Officer (or designee) must attend and participate in this hearing. The Section 504 Compliance Officer (or designee) shall advise the hearing officer on Section 504 restrictions. Even if the student and/or parent/guardian refuse to attend this hearing, the hearing shall be held.

d. When a student has engaged in misconduct which is causally related to his or her disability, aside from emergency expulsion (see c. above), expulsion and/or long-

term suspension should not be imposed which results in more than ten (10) lost school days (cumulative for the entire school year, considering earlier short-term suspension [if any] as counting toward the cumulative total). Instead, the need for additional evaluation and/or a change of placement should be considered. In this circumstance, the principal or designee responsible for the imposition of discipline, the Section 504 Compliance Officer, and a team of professionals from the school who are knowledgeable about the student will meet to determine if there is a need for further evaluation or a change of program or placement. If further evaluation is recommended, it will be conducted as soon as possible. If the student poses an immediate risk to him or herself or others, the procedure at c. above may be instituted by the principal or designee.

e. Students and their Parent/Guardian shall be notified of the results of the decision regarding the causal relationship of the misconduct and the student's disability and of their right to challenge this decision. Students/Parents/Guardians objecting to procedures outlined at a. through d. above shall be entitled to exercise their rights under Section 504 to file a grievance or initiate a due process hearing. See O. PROCEDURAL REQUIREMENTS, subsection 7.c., following.

f. Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as nondisabled students for misconduct regarding the use, sale, or possession of drugs or alcohol at school. The extra due process requirements regarding change of placement do not apply.

N. TRANSPORTATION If the District places a student in a program not operated by the District, the District shall ensure that adequate transportation to and from the program is provided at no cost to the parent.

Since the District provides transportation to all its students within a certain geographic area, it shall not discriminate in its provision of transportation to students with disabilities.

If the District proposes to terminate a qualified disabled student's bus transportation for inappropriate bus behavior, the District shall first determine the relationship between the student's behavior and his or her disabling condition, the appropriateness of the related service of transportation, and the need for reevaluation. The parent or guardian shall be provided with notice of the results of such determinations and of their right to challenge such determinations.

The length of the bus rides for qualified disabled students should not be longer than that of nondisabled students.

O. PROCEDURAL REQUIREMENTS The District shall ensure compliance with the requirements of Section 504 by doing the following:

1. Provide written assurance of nondiscrimination whenever the District receives federal money.

2. Designate an employee to coordinate the District's Section 504 compliance activities. The Section 504 Coordinator for the District is (insert position of designee).

3. Provide grievance procedures to resolve complaints of discrimination; students, parents, or employees are entitled to file grievances. (The grievance procedures for the District are set out in the Procedure for Policy 3210, Nondiscrimination.)

4. Provide notice to students, parents, employees, unions, and professional organizations of nondiscrimination in admission or access to, or treatment or employment in, its programs or activities. Notice shall also specify the section 504 coordinator for the district. Notice shall also be included in the student/parent handbooks.

5. Annually identify and locate all Section 504 qualified disabled children in the District's geographic area who are not receiving a public education.

6. Annually notify disabled persons and their parents or guardians of the District's responsibilities under Section 504.

7. Establish and implement procedural safeguards to be provided to parents or guardians with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, that includes:

   a. Notice of their rights
   b. An opportunity to examine relevant records
   c. An impartial hearing may be initiated by either the parents/guardian or the school district, with opportunity for participation by the student's parents or guardian. The student/parent is entitled to have representation by legal counsel.
   d. A review procedure

P. APPROPRIATE FUNDING The District recognizes that the regular education funding of the District is the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are dual identified as Section 504 and IDEA eligible, state and federal special education funds can be used. The District shall not use

money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA. The District may use the IDEA money to evaluate a student if the District believes that the student may also be eligible under the IDEA.

Q. ACCESSIBILITY

1. District's responsibility to make buildings accessible: facilities which were constructed prior to June 3, 1977, need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities.
2. District's options other than major modifications: the District can redesign equipment, reassign classes or other services to accessible buildings, assign aides to students, deliver services at alternate accessible sites, or alter existing facilities. So long as there are other methods which are as effective in achieving compliance, a District need not undertake structural changes to a building.
3. District recognition of unacceptable accommodations: carrying a student upstairs; segregating all students with mobility impairments due to inaccessibility of other buildings; having disabled students eat on a separate floor due to an inaccessible cafeteria; denying certain programs such as music, art, or assemblies because these programs are inaccessible.
4. District obligation for new buildings and additions: buildings or additions constructed since 1980 must be designed and constructed to allow disabled persons the ability to access and use them readily.
5. District's obligation when a building is altered: to the maximum extent feasible, all facilities, which are altered after 1980, must be altered to allow accessibility and usability by persons with disabilities.
6. District recognition of the meaning of the phrase "to the maximum extent possible:" this provision covers the occasional instance where the nature of an existing facility is such as to make it impractical or prohibitively expensive to renovate in a manner that results in its being entirely barrierfree. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility feasible.

R. SPECIAL ISSUES RELATED TO DRUG OR ALCOHOL ADDICTED STUDENTS

If a District suspects that the drug or alcohol problem of a student may be substantially limiting a major life activity, such as learning, the District is obligated to recommend an evaluation. If the evaluation verifies the existence of a disabling condition which substantially limits a major life activity, the student is considered disabled under Section 504 and should be planned for appropriately.

With the passage of the Americans with Disabilities Act in 1990, Congress specifically amended Section 504 to exclude persons who are "currently engaging in the illegal use of drugs" from the definition of individuals with disabilities. Therefore, the school district is not required to consider whether a current illegal drug user could successfully participate in the District's education programs. Furthermore, the District is not required to make accommodations for the student if he or she is currently using drugs. The District can treat the student as it treats nondisabled students.

Congress did not amend Section 504 with respect to students with alcoholism in so far as their coverage as qualified disabled persons. Unlike students addicted to drugs, students whose alcoholism constitutes a disabling condition under Section 504 and who continue to use alcohol, are protected by Section 504, although these protections are limited as follows: for purposes of programs and activities providing educational services, the District may take disciplinary action pertaining to the use, sale, or possession of illegal drugs or alcohol at school against any disabled student who currently is engaged in the illegal use of drugs or in the use of alcohol at school to the same extent that such disciplinary action is taken against nondisabled students. Furthermore, the due process procedures at 34 CFR ñ 104.36 shall not apply to such disciplinary actions.

S. SPECIAL CONSIDERATIONS FOR STUDENTS HAVING AIDS OR HIV INFECTION Students with Acquired Immune Deficiency Syndrome (AIDS), AIDS Related Complex (ARC), or otherwise infected with Human Immunodeficiency Virus (HIV infected) are individuals with disabilities under Section 504. They either qualify as actually having a physical impairment which substantially limits a major life activity, or are regarded as having such a disabling condition. Depending on the nature of the disease and the student's other conditions, the student may also qualify for services under the IDEA.

Placement of the student must be made by a group of persons knowledgeable about the child, the meaning of the evaluation and medical information, and placement options. A public health representative should be on the team. Unless currently presenting a risk of contagion due to the stage of the disease (e.g., a contagious opportunistic infection, open lesions that cannot be covered) or parents and school agree on an alternative, a student with AIDS should remain in the regular classroom.

T. SPECIAL CONSIDERATIONS FOR ADD/ADHD STUDENTS
If a District suspects or has knowledge that a student has an Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) that may be substantially limiting a major life activity, such as learning, the District is obligated to recommend an evaluation.

Evaluation of the student, and service and placement recommendations should be made by a group of persons knowledgeable about the child, the meaning of the evaluation and medical information, and service and placement options. A qualified medical practitioner's assessment should be considered as well as the impact the student's ADD/ADHD has on his or her ability to learn or to otherwise benefit from his or her educational program. The District shall ensure that the student's educational program meets the full range of his or her individual educational needs.

Cross Reference:	Board Policy	2161	Education of Students with Disabilities
		3210	Nondiscrimination
Legal References:	34 CFR Part 104		Section 504 of the Rehabilitation Act of 1973
	45 CFR Part 99		Family Education and Privacy Act
	PL 101336		Section 512 Americans With Disabilities Act of 1990 (ADA)
	WAC 392168120		Hatch Amendment

Adoption Date: May 17, 2000

Policy: 2162
Section: 2000 - Instruction

Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated and provided with appropriate educational services. Students may be a qualified disabled person under this law even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act.

Section 504 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a “qualified disabled person” under Section 504 if he or she:

A. Has a physical or mental impairment that substantially limits one or more major life activities (such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and
B. Is between the ages of 3 to 21 years old.

The superintendent or designee will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

Griffin Updated: _____
WSSDA Last Revised: **November 01, 2016**
Griffin Adopted: **May 17, 2000**
Classification: **Critical**
Prior Revised Dates: **06.11; 06.14**

Legal References:

- 42 USC 12101 et seq. Americans With Disabilities Act of 1990
- 34 CFR Part 104 Section 504 of the Rehabilitation Act of 1973
- 34 CFR Part 99 Family Educational Rights and Privacy Act
- RCW 28A.600.485 Restraint of students - Use of restraint or isolation specified in individualized education programs or plans developed under section 504 of the

rehabilitation act of 1973 - Procedures - Summary of incidents of isolation or restraint - Publishing to web site
- RCW 28A.600.486 District policy on the use of isolation and restraint - Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973

Management Resources:

- 2016 - November Issue
- 2014 - June Issue
- 2011 - June Issue

Cross References:

- 2161 - Special Education and Related Services for Eligible Students
- 3210 - Nondiscrimination
- 3246 - Restraint and Isolation

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Coversheet

2230 Transition to Kindergarten Program

Section:	V. Policy Updates
Item:	G. 2230 Transition to Kindergarten Program
Purpose:	Discuss
Submitted by:	
Related Material:	2230 Transition to Kindergarten Program (Griffin 2025).pdf 2230 Transition to Kindergarten Program (WSSDA 2026).docx.pdf

Policy: 2230
Section: 2000 - Instruction

Transition to Kindergarten Program

If the district operates a transition to kindergarten program, it will ensure that the program serves eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

Before beginning or expanding a transition to kindergarten program, the district must consider the existing availability and affordability of early learning providers, such as early childhood education and assistance programs, head start programs, and licensed childcare centers and family home providers in the region.

If the district plans to implement and administer a transition to kindergarten program, it is required to adhere to the minimum standards and requirements established by the office of the superintendent of public instruction related to:

1. Best practices for site readiness of facilities that are used for the program;
2. Developmentally appropriate curricula designed to assist in maintaining high quality programs in accordance with RCW 28A.320.230; and
3. Professional development opportunities.

The district may blend or co-locate a transition to kindergarten program with other early learning programs.

A transition to kindergarten program will be considered a separate class or course for data reporting requirements under RCW 28A.320.175.

Eligibility, Recruitment, and Enrollment
The term "screening process and tools" means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

Children will be eligible to participate in the district's transition to kindergarten program as follows:

1. Based on a screening process and tools, the district has determined that the child would benefit from additional preparation for kindergarten; and
2. The child's age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.

Access to the transition to kindergarten program does not constitute an individual entitlement for any particular child.

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

1. Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.
2. Give priority to children with the lowest family income not otherwise eligible and not enrolled in another local program.
3. Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.
4. Not charge tuition or other fees from state-funded eligible students for enrollment in a transition to kindergarten program.

All children enrolled in a transition to kindergarten program will be assigned a statewide student identifier. The district will administer to all children enrolled in a transition to kindergarten program the Washington Kindergarten Inventory of Developing Skills (WaKIDS) at the beginning of their enrollment and at least one more time during the school year. Children whose parents excuse them from participating in the WaKIDS do not have to participate.

Cross References:	3110 - Qualification of Attendance and Placement
Legal References:	RCW 28A.300.072 Transition to kindergarten program Chapter 392-425 WAC Transition to Kindergarten

Management Resources:	2025 - April Issue
	2023 - July Issue

Griffin's Last Review/Adoption Date: **May 28, 2025**

WSSDA's Classification: **Essential**
WSSDA's Last Review/Adoption Date: **07/24/2023; 4/16/2025**

Policy: 2230

Section: 2000 - Instruction

Transition to Kindergarten Program

If the district operates a transition to kindergarten program, it will ensure that the program serves eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

Before beginning or expanding a transition to kindergarten program, the district must consider the existing availability and affordability of early learning providers, such as early childhood education and assistance programs, head start programs, and licensed childcare centers and family home providers in the region.

If the district plans to implement and administer a transition to kindergarten program, it is required to adhere to the minimum standards and requirements established by the office of the superintendent of public instruction related to:

1. Best practices for site readiness of facilities that are used for the program;
2. Developmentally appropriate curricula designed to assist in maintaining high quality programs in accordance with RCW 28A.320.230; and
3. Professional development opportunities.

The district may blend or co-locate a transition to kindergarten program with other early learning programs.

A transition to kindergarten program will be considered a separate class or course for data reporting requirements under RCW 28A.320.175.

Eligibility, Recruitment, and Enrollment

The term “screening process and tools” means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

Children will be eligible to participate in the district’s transition to kindergarten program as follows:

1. Based on a screening process and tools, the district has determined that the child would benefit from additional preparation for kindergarten; and

2. The child's age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.

Access to the transition to kindergarten program does not constitute an individual entitlement for any particular child.

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

1. Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.
2. Give priority to children with the lowest family income not otherwise eligible and not enrolled in another local program.
3. Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.

The district is authorized to charge sliding scale fees for enrollment in a transition to kindergarten program, except for students who are eligible for but not yet placed in the early childhood education and assistance program or the head start program, or for children with disabilities entitled to a free appropriate public education in accordance with the special education laws.

All children enrolled in a transition to kindergarten program will be assigned a statewide student identifier.

The district will administer to all children enrolled in a transition to kindergarten program the Washington Kindergarten Inventory of Developing Skills (WaKIDS) at the beginning of their enrollment and at least one more time during the school year. Children whose parents excuse them from participating in the WaKIDS do not have to participate.

Griffin Updated: _____
WSSDA Last Revised: **July 10, 2026**
Griffin Updated: **May 28, 2025**
Classification: **Critical**
Prior Revised Dates: **07/24/2023; 04/16/2025**

Legal References:

- RCW 28A.300.072 Transition to kindergarten program
- Chapter 392-425 WAC Transition to Kindergarten

Management Resources:

- 2026 - July Issue
- 2025 - April Issue
- 2023 - July Issue
- 2023 - July Alert

Cross References:

- 3110 - Qualification of Attendance and Placement

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Coversheet

2145 Suicide Prevention

Section: VI. Policy Review
Item: A. 2145 Suicide Prevention
Purpose: FYI
Submitted by:
Related Material: 2145 Suicide Prevention (Griffin_WSSDA 2016).docx.pdf

Policy: 2145

Section: 2000 - Instruction

Suicide Prevention

The Griffin School Board of Directors recognizes that suicide is a leading cause of death among youth and that suicidal indicators such as substance abuse and violence are complex issues that should be taken seriously. While district staff may recognize potentially suicidal youth and the district can make an initial risk assessment, the district cannot provide in-depth mental health counseling. Instead, the board directs district staff to refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

District staff who have knowledge of a suicide threat must take the proper steps to support the student and to report this information to the building principal or designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

The board also recognizes the need for youth suicide prevention procedures. The district will adopt and, at the beginning of each school year, provide to all district staff, including substitute and regular bus drivers, a plan for recognizing, screening, referring and responding to students in emotional or behavioral distress. At a minimum, the plan will:

- Identify training opportunities for staff on recognizing, screening and referral of students in emotional or behavioral distress, including those who exhibit indicators of substance or sexual abuse, violence or suicide;
- Describe how to utilize the expertise of district staff trained in recognition, screening and referral;
- Provide guidelines, based on staff expertise, for responding to suspicions, concerns or warning signs of emotional or behavioral distress;
- Address development of partnerships with community organizations and agencies for referral of students to support services, to include development of at least one memorandum of understanding between the district and one such entity;
- Contain procedures for communication with parents and guardians, including notification requirements in accordance with RCW 28A.320.160;
- Describe how staff should respond to a crisis situation where a student is in imminent danger to himself or herself or others;
- Describe how the district will provide support to students and staff after an incident of violence, student suicide or allegations of sexual abuse of a student;
- Describe how staff should respond when allegations of sexual contact or abuse are made against a staff member, volunteer, parent, guardian or family member of the student, including how staff should interact with parents, law enforcement and child protective services;

- Describe how the district will provide to certificated and classified staff the training on the obligation to report physical abuse or sexual misconduct required under RCW 28A.400.317.

The superintendent will develop and implement the plan and a staff training schedule to achieve the board's goals and objectives.

Griffin Reviewed: _____
Griffin Adopted: **December 14, 2016**
WSSDA Last Revised: **July 01, 2016**
Classification: **Important**
Prior Revised Dates: **04.11; 12.14**

Legal References:

- RCW 28A.410.226 Washington professional educator standards board - Training program on youth suicide screening - Certificates for school nurses, social workers, psychologists, and counselors - Adoption of standards.
- RCW 28A.410.043 School Counselor Certification
- RCW 28A.320.1271 Model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students.
- RCW 28A.320.127 Plan for recognition, screening, and response to emotional or behavioral distress in students.

Management Resources:

- 2016 - July Issue
- 2014 - December Issue
- 2011 - April Issue

Cross References:

- 3211 - Gender-Inclusive Schools
- 3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
- 2140 - Comprehensive School Counseling Program

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