Griffin School District #324

Griffin School Board Meeting

Date and Time

Wednesday October 21, 2026 at 6:00 PM PDT

Location

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

Board Meeting Zoom Link

Agenda

		Purpose	Presenter
I.	**Opening Items**		
	A. Record Attendance		
	B. Call the Meeting to Order Pledge of Allegiance Approval of Meeting Agenda *(Amended)*	Vote	
	C. Board Recognition		
II.	**PUBLIC COMMENT**		

		Purpose	Presenter
A.	Comments from the Public Griffin School Board Meeting Public Comment Sign Up (Google Form)	FYI	

III. CONSENT AGENDA

A.	Approval of Board Meeting Minutes - September 23, 2026	Approve Minutes	
B.	Approval of Board Study Session Minutes - October 7, 2026	Approve Minutes	
C.	Approval of Special Study Session Minutes - October 12, 2026	Vote	
D.	Approval of Payroll & Warrants	Vote	
E.	Approval of the Enrollment Report	FYI	
F.	Approval of the Personnel Report	Vote	
G.	Review of Public Records Requests	FYI	
H.	Review of Surplus Items	FYI	
I.	Approval of All Consent Agenda Items	Vote	

IV. NEW BUSINESS

A.	Facility Updates	FYI	Alex Jones
B.	Strategic Plan Report Updates on 2B: Positive Relationships with Every Student	FYI	Kirsten Rue, Kayleen Evans & Aisha Tanaka
C.	Griffin School District Resolution 26-27-01 BMO Resolution 26-27-01	Vote	Kyler Mower
D.	Griffin School District Resolution 26-27-02 Levy Resolution 26-27-02	Vote	

		Purpose	Presenter
E.	Griffin School District Resolution 26-27-03 Social Media Addiction Legal Services Contract Resolution 26-27-03	Vote	

V. OLD BUSINESS

A.	Review of Superintendent & Board Operating Agreements Sections I-IV	Discuss	

VI. POLICY NEW

VII. POLICY UPDATES - CONSENT AGENDA

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

VIII. POLICY REVIEW - CONSENT AGENDA

A.	2145 Suicide Prevention	Vote	

IX. POLICY REMOVAL

X. DISTRICT REPORTS

A.	Superintendent's Report	FYI	Kirsten Rue
B.	Business Manager's Report	FYI	Kyler Mower

	Purpose	Presenter
XI. Closing Items		
A. For the Good of the Order	Discuss	
B. Adjourn Meeting		

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

Coversheet

Approval of Board Meeting Minutes - September 23, 2026

Section:	III. CONSENT AGENDA
Item:	A. Approval of Board Meeting Minutes - September 23, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Griffin School Board Meeting on September 23, 2026

DRAFT

Griffin School District #324

Minutes

Griffin School Board Meeting

Date and Time
Wednesday September 23, 2026 at 6:00 PM

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

Board Meeting Zoom Link

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

Directors Absent
None

Guests Present
Allison Adair, Cassie Jenson, Erin Hagen, Family & Friends of Cassie Jenson, Karen Lett, Kirsten Rue, Kyle Nixon, Kyler Mower, Rebekah Keiser

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Trish Hefton called a meeting of the board of directors of Griffin School District #324 to order on Wednesday Sep 23, 2026 at 6:01 PM.
Julie Osterberg made a motion to approve the Agenda.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

C. Board Recognition of Students, Staff or Community Members

Superintendent Kirsten Rue and the School Board formally recognized Cassie Jenson, a teacher and coach at Griffin, following a colleague nomination. The Board presented Miss. Jenson with formal recognition honoring her exceptional dedication to students, her active leadership across classroom and athletic programs, and her positive contributions to district culture.

II. PUBLIC COMMENT

A. Comments from the Public

The Board opened the floor for community comments. It was noted that no members of the public were present in person or registered online. Consequently, the public comment portion of the meeting was concluded.

III. CONSENT AGENDA

A. Approval of Board Meeting Minutes - August 25, 2026

Tesa Frevert made a motion to approve the minutes from Board Meeting on 08-26-26.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Board Study Session Minutes - September 9, 2026

Tesa Frevert made a motion to approve the minutes from Griffin School Board Study Session on 09-09-26.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Payroll & Warrants

D. Approval of the Enrollment Report

E. Approval of the Personnel Report

F. Review of Public Records Requests

G. Approval of All Consent Agenda Items

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

IV. NEW BUSINESS

A. Reschedule Board Meeting on November 18, 2026

The Board reviewed a proposal to adjust the calendar for the November board meeting.
Julie Osterberg made a motion to reschedule the Board Meeting on November 18, 2026, to November 17, 2026.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

B. Technology Updates

Technology Refresh 2026

Technology Supervisor Kyle Nixon provided an operational update covering summer projects funded through capital levy dollars and federal E-Rate reimbursements (which covered 50% of the network infrastructure costs):

-Charging Cart Refurbishments: Modernized and re-wired existing iPad charging carts, installing all-port active power units to ensure reliable daily charging while avoiding expensive cart replacements. A brand new charging cart costs approximately $1,000 per cart, and Mr. Nixon was able to retrofit existing carts for under $100 per cart.

-Device Fleet Refresh: Retired obsolete 7th-generation iPads that could no longer accept security patches or state testing software, replacing them with current-generation hardware.

-Network & Wireless Infrastructure Upgrade: Replaced 10-to-15-year-old wireless access points with modern 6 GHz units across classrooms, upgraded all switches to Power over Ethernet (PoE), and deployed WPA3 encryption protocols to improve speed, density, and data security.

C. Strategic Plan Progress Report

Strategic Plan Progress Report

Superintendent Rue, Principal Keiser and Assistant Principal Hagen presented the district's first standardized monthly progress report tracking Strategic Plan Goal 1D (Results-Focused Professional Development).

-Literacy & MTSS Integration: Staff detailed a collaborative effort with the Educational Service District (ESD) focused on the Science of Reading across TK–8 grade levels,

designed to align Professional Learning Communities (PLCs) and prepare for upcoming state special education transition models.

-De-escalation & Crisis Prevention: District leaders outlined the rollout of the Crisis Prevention Institute (CPI) model. All staff received training on behavior de-escalation, while a designated emergency response team completed advanced non-violent crisis intervention protocols.

Superintendent Rue informed the Board of Directors that at each Board Meeting, they will have a Strategic Plan Monitoring & Feedback form, in their red folders. They are welcome to fill it out and return to the folder for the Superintendent's review.

D. Board Priorities for WSSDA

Board Director Emma Rose, serving as the Board's Legislative Representative, provided a summary of the recent Washington State School Directors' Association (WSSDA) General Assembly. The Board discussed the process for selecting and submitting the district's top legislative priorities prior to the October 1 deadline. Key priority areas reviewed included Transitional Kindergarten (TK) funding stabilization, basic education funding, protection against unfunded state mandates, state frameworks for artificial intelligence in education, and student mobile device policies. Director Rose will gather each member's top priorities and submit them to WSSDA on behalf of the district.

V. OLD BUSINESS

A. School Improvement Plan (SIP) 2026-2027

Blair Baker made a motion to approve the School Improvement Plan (SIP) 2026-2027.
Tesa Frevert seconded the motion.
The School Improvement Plan to support upcoming grant application submissions, was reviewed and discussed at the previous Study Session.
The board **VOTED** to approve the motion.

B. Superintendent's Goals for the 2026-27 School Year

Julie Osterberg made a motion to approve the Superintendent's Goals for the 2026-27 School Year.
Blair Baker seconded the motion.
Minor date corrections noted in the prior Study Session were made.
The board **VOTED** to approve the motion.

VI. POLICY CONSENT AGENDA

A. Action to Adopt, Update, Review and/or Rescind Board Policies

The Board conducted a batch vote under the policy consent agenda format for policies that underwent first readings and discussion in the prior Study Session.

VII. POLICY - NEW

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

Julie Osterberg made a motion to approve the New Policy.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

VIII. POLICY - UPDATES

A. 2000 Student Learning Goals

B. 2004 Performance Improvement Goals

C. 2005 School Improvement Plans

D. 2025 Copyright Compliance

E. 2090 Program Evaluation

F. 2126 HIV-Aids Prevention Education

Julie Osterberg made a motion to approve the Updated Policies.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

IX. POLICY - REVIEW

A. 2029 Animals as Part of the Instructional Program

Julie Osterberg made a motion to approve the Reviewed Policy.
Blair Baker seconded the motion.
The board **VOTED** to approve the motion.

X. POLICY - REMOVAL

A. 2101 Instruction in Basic Skills & Work Skills

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

XI. DISTRICT REPORTS

A. Superintendent's Report

Superintendent Rue provided administrative updates regarding district operations, ongoing leadership initiatives, and administrative planning. Details were shared regarding monthly tracking mechanisms for the strategic plan, district leadership steps, and ongoing collaboration with district staff to ensure operational alignment across all grade bands.

She also noted that it has been an excellent start to the school year.

B. Business Manager's Report

Business Manager Kyler Mower presented the monthly financial report for August 2026, outlining the district's fund balances, revenues, program expenditures, and year-end budget status:

General Fund Summary & Fund Balance:
-Ending Fund Balance: The General Fund closed August with an ending fund balance of **$1,033,012** (approximately **8.83%**), which successfully remains above the district's minimum fund balance policy requirement of **$960,005**.
-Total Year-to-Date Performance: Total YTD revenues received were **$11,699,236** (**98.19%** of budgeted revenue), against YTD expenditures of **$12,150,436** (**97.22%** of the revised budget).

Revenue Highlights across Funds:
-General Fund (GF): Collections reached **98.2%** ($11,699,236 of $11,914,361 budget). Local property taxes and non-tax collections came in above budget, while state apportionment and special-purpose revenues were nearly complete for the fiscal year.
-Capital Projects Fund (CPF): Revenues exceeded expectations at **110.1%** ($1,510,923 received vs. $1,371,867 budgeted).
-Debt Service Fund (DSF): Revenues reached **273.6%** ($23,259 received vs. $8,500 budgeted).
-Associated Student Body (ASB): Revenues reached **118.8%** ($20,618 received vs. $17,350 budgeted).
-Transportation Vehicle Fund (TVF): Revenues came in at **125.2%** ($198,265 received vs. $158,331 budgeted), boosted significantly in August by state depreciation revenue.

General Fund Program Expenditures:
-Regular Instruction: Spent **$7,249,350** (**103.1%** of the $7,033,889 allocation, representing a $215,461 variance).
-Special Education Instruction: Spent **$1,513,561** (**96.3%** of the $1,572,437 allocation).
-Support Services: Spent **$3,101,638** (**94.5%** of the $3,282,664 allocation).
-Compensatory & Other Instructional Programs: Compensatory Education spent **92.0%** ($254,390), Other Instructional Programs spent **9.3%** ($30,854), and Community Services spent **51.5%** ($643).

Other Notable Items & Fiscal Year-End Outlook:

-Capital Projects: Total expenditures and encumbrances stand at **34.74%**, with an ending fund balance of **$4,434,388** as major project expenses continue to post through year-end.
-Transportation: The planned district bus purchase has been moved to Quarter 1 of 2027.
-Next Steps: The Business Office will continue monitoring final year-end closing entries, cash flow, and capital project spending as the fiscal year officially closes.

XII. Closing Items

A. For the Good of the Order

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:54 PM.

Respectfully Submitted,
Trish Hefton

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Coversheet

Approval of Board Study Session Minutes - October 7, 2026

Section:	III. CONSENT AGENDA
Item:	B. Approval of Board Study Session Minutes - October 7, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Griffin School Board Study Session on October 7, 2026

DRAFT

Griffin School District #324

Minutes

Griffin School Board Study Session

Date and Time
Wednesday October 7, 2026 at 6:00 PM

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

Zoom Link

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

Directors Absent
Emma Rose

Guests Present
Allison Adair, Kirsten Rue, Kyler Mower

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Julie Osterberg called a meeting of the board of directors of Griffin School District #324 to order on Wednesday Oct 7, 2026 at 6:03 PM.

C. Pledge of Allegiance

D. Approval of Agenda

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

II. New Business

A. Griffin School Board Student Representative Process

Superintendent Kirsten Rue updated the Board regarding the student representative selection process. Two 8th-grade students, Asher Strumski and Grace Nixon, have submitted applications for the positions. Superintendent Rue, along with Blair and ASB Advisor/Librarian Anneka Brown, will meet with the candidates next week to discuss the scope of the role. The selected student representatives are expected to begin attending study sessions in November, at which time an ASB/Student Representative report will be added to future study session agendas.

B. Board Self Assessment: WSSDA Survey Topics

The Board examined six specific topics identified as areas needing clarification or further exploration from the recent WSSDA board self-assessment. These topics span governance standards, including board member orientation, staff hiring and retention policies, facilities planning, and strategies for closing achievement gaps. Board members agreed to divide these topics for research and future presentation. Blair committed to leading the Continuous Improvement Plan (CIP) and School Improvement Plan topics for the November meeting. Superintendent Rue will coordinate with Trish and Emma to assign the remaining topics across upcoming study sessions.

III. Old Business

A. Update: School Improvement Plan (SIP)

Superintendent Rue presented progress on the district's School Improvement Plan following initial feedback from the Educational Service District (ESD) and OSPI. The revised draft incorporates broader stakeholder engagement, featuring input from Squaxin Island Tribal leadership to address attendance among Native students, as well as feedback from the Parent Connections Committee. Additionally, the plan now explicitly establishes targeted goals for students with disabilities, focusing on reducing 3rd-grade reading deficits and lowering exclusionary discipline rates from 37% to 25% by June 2027. Superintendent Rue noted a scheduled consultation to refine specific "resource

inequities" language tailored to a single-school district prior to the October 31 grant submission deadline.

B. Review of Superintendent & Board Operating Agreements

The Board conducted a first reading and review of the Board & Superintendent Operating Agreements handbook. It was agreed that the agreements should remain a living document subject to periodic updates. The Board Chair and Vice Chair will meet to conduct a deeper review and outline potential updates for consideration prior to the annual Board reorganization in December.

IV. Policy Updates

A. 1630 Evaluation of the Superintendent

The board reviewed alignment updates from WSSDA model policy regarding the contract extension vote process and reviewing contract termination provisions in the event of an unsatisfactory evaluation.

B. 2022 Electronic Resources & Internet Safety

Discussion focused on updated language regarding artificial intelligence, authorized procedures for AI use, and updating management/legal resource references. The Griffin Technology Committee is working on a procedure for this policy.

C. 2125 Sexual Health Education

Revisions align district policy with state law, clarifying that instruction for grades K–3 focuses strictly on social-emotional learning (SEL) aligned with OSPI standards. In grades 4 and 5, instruction naturally evolves from SEL into age-appropriate topics covering healthy relationships, personal boundaries, and protecting oneself from inappropriate sexual behavior. Comprehensive sexual health education continues through grade 8, with curriculum materials available online for family review and full opt-out options preserved. The policy also includes annual reporting requirements to OSPI.

Links to this curriculum are found of Griffin's website (Menu-Griffin School Information-Curriculum), including the Sexual Health Instruction Student Waiver.

D. 2150 Co-Curricular Program

The board reviewed revisions reinforcing non-discrimination requirements, academic credit options for curriculum-related activities, and required triennial student athletic interest surveys.

E. 2161 Special Education and Related Services for Eligible Students

Updates clarify accommodations, modifications, and related aids and services under Section 504, as well as statutory references for special education rules.

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

Revisions streamline definition standards and major life activities under Section 504 in accordance with updated WSSDA models.

G. 2230 Transition to Kindergarten Program

Discussions centered on state guidelines for program eligibility, screening tools, and updated authorization language regarding sliding-scale enrollment fees.
These policies were presented as a first reading. No formal votes or immediate actions were taken on these policy updates during this study session.

V. Policy Review

A. 2145 Suicide Prevention

The Board received Policy 2145 (Suicide Prevention) for standard informational review, focusing on staff training schedules and district protocols for identifying and supporting students in emotional distress. There are no updates to this policy.

VI. Superintendent Updates

A. Superintendent Kirsten Rue

Superintendent Rue provided updates on several key district operational initiatives:

Parent Connections Committee: The district held its inaugural Parent Connections Committee meeting with strong parent participation and positive engagement. Attendees expressed gratitude for the opportunity to provide direct feedback, including valuable insights from a first-time district parent regarding ways to improve the kindergarten transition experience. Due to high interest from members to meet more frequently than the originally planned quarterly schedule, the district will now host two meetings per quarter, with upcoming sessions scheduled for November and January.

Tribal Outreach & Choice Transfer Procedure: District leadership met with Squaxin Island Tribe Education Department leaders, including Director Mandy Paradise and Jaimie Cruz. Discussions focused on clarifying the district's choice transfer process and explaining capacity constraints regarding in-district enrollment priorities. To assist families in applying before staffing decisions are finalized in mid-May, the district is refining its choice transfer procedure language to provide greater clarity and will update the policy manual accordingly.

ParentSquare Implementation: The district is executing a phased rollout of the ParentSquare communication platform throughout the school year. While classroom-level adoption remains optional for teachers this year to allow early adopters to establish best

practices, district- and school-wide communications will transition fully to ParentSquare in January following a major onboarding push during fall conferences. Until winter break, the district will dual-broadcast announcements via traditional channels and ParentSquare. The platform will centralize notification preferences (text, email, and phone calls) and replace Skyward/Qmlative for school messaging, establishing a consistent communication hub for families as they progress across grade levels.

B. Fiscal Update

Business Manager Kyler Mower provided an advance update regarding an upcoming financial resolution:

Procurement Card (pCard) Program Transition: At the upcoming regular board meeting, Mower will propose a resolution to transition the district's credit card services from Bank of America to Bank of Montreal through the Washington Association of School Business Officials (WASBO) pCard program.

Operational & Financial Benefits: The new system integrates directly with the district's existing accounting software (Skyward/Cumulative) and eliminates the need to generate individual purchase orders for minor credit card transactions. Additionally, the program is free to operate and offers an annual rebate opportunity for cash-back returns, which is not provided under the current banking agreement.

VII. Closing Items

A. For the Good of the Order

Board members and administration shared several informational updates and personal announcements during For the Good of the Order:

Student Extracurricular Achievements: The Board celebrated the recent conclusion of the Washington Youth Cycling League’s fall mountain biking season. A notable number of current and former Griffin students participated, with several securing podium finishes across both fall races.

Superintendent Absence Notice: Superintendent Kirsten Rue informed the Board that she is scheduled for knee replacement surgery on December 9. As a result, she will be absent from the December 16 board meeting and will miss approximately one and a half weeks of school leading into winter break. She expressed full confidence in district leadership to manage operations during her absence and noted that physical therapy will continue into the new year.

Upcoming League of Women Voters Meeting: Board members were reminded of the upcoming meeting with the League of Women Voters scheduled for Monday, October 12, at 3:30 PM. Superintendent Rue confirmed that she integrated a review of the simplified

School Improvement Plan (SIP) into the agenda and will prepare relevant performance data requested by the group.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:17 PM.

Respectfully Submitted,
Julie Osterberg

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Coversheet

Approval of Special Study Session Minutes - October 12, 2026

Section: III. CONSENT AGENDA
Item: C. Approval of Special Study Session Minutes - October 12, 2026
Purpose: Vote
Submitted by:
Related Material: Oct. 12, 2026 Special Study Session Minutes.pdf

DRAFT

Griffin School District #324

Minutes

Study Session

Date and Time
Monday October 12, 2026 at 3:30 PM

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

Board Meeting Zoom Link

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

Directors Absent
Julie Osterberg

Guests Present
Allison Adair, Barb Conroy, Carletta Garraway, Kirsten Rue, Leni Marshall, Loretta Seppenen, Rebekah Keiser, Tracie Johnson

I. Opening Items

A. **Record Attendance**

B. **Call the Meeting to Order**

The meeting began at: 3:35pm.

Topic: Racial Equity, Inclusion, & Student Support Standards

II. Introductions: LWVTC, NAACP, Griffin Leadership

A. Facilitators / Guest Organizations: League of Women Voters (LWV) & NAACP Education Committee

Visiting Representatives
Carletta Garraway – Education Chairperson, NAACP (Thurston County area; counselor at Timberline High School)
Leni Marshall – Representative, League of Women Voters (Focus on evidence-based DEI strategies)
Barb Conroy – LWV Member, NAACP Education Committee (Local resident/voter)
Loretta Seppenen - LWV Representative, Facilitator / Presenter

Griffin School District Representatives
Kirsten Rue – Superintendent (3rd year at Griffin; former administrator in North Thurston Public **Schools and teacher in Olympia School District)**
Trish Hefton, Board Chair – Griffin School Board Director (15+ years on the board; local executive with expertise in operationalizing equity and community services)
Blair Baker – School Board Director (3rd year on the board)
Emma Rose – School Board Director (3.5 years on the board)
Tesa Frevert – School Board Director (3rd year on the board) & Tribal Liaison (Squaxin Island Tribe)
Rebekah Keiser – Principal, K–8 (24th year at Griffin; currently pursuing Superintendent credential and Doctorate focused on equity and social justice)
Allison Adair – Assistant to Superintendent Rue (Meeting recorder & Zoom facilitator)

III. Purpose of Meeting

A. Context & Goals

Context of Discussion:

The League of Women Voters (LWV) and NAACP detailed their collaborative efforts following a March 2024 forum highlighting state legislative requirements (enacted in 2020) aimed at addressing systemic racism in public education.

State mandates require 6 hours of equity training every two years for all school staff (certified and non-certified).

Goal of the Session

Engage in a dialogue with Griffin School District leadership to examine racial disparities, cultural competency training, and support for Black, Brown, and Indigenous students.

Share best practices, identify areas of opportunity, and explore strategies to recruit and retain a diverse teaching workforce.

Public Meeting Notice & Governance

It was noted for the record that a quorum of the Griffin School District Board of Directors was present.

The meeting was publicly announced and streamed via Zoom as required for a board quorum; however, as a dedicated study session, no public comment period was held.

IV. Discussion

A. Community & Advocacy Perspectives (NAACP & LWV)

Addressing Student Climate & Staff Interventions

Carletta Garraway highlighted concerns regarding racial slurs and discriminatory language occurring across local school districts and interscholastic events.

Emphasized that staff must feel comfortable and confident directly confronting and de-escalating hate speech, rather than delegating those interventions solely to minority staff members.

Highlighted the district-wide "Dehumanizing Language Campaign" led by BSU advisors to address hate speech targeting race, LGBTQ+ identity, special education status, and body image.

Cultural Competency & Black History Museum

Carletta Garraway invited district staff, board members, and students to visit the annual Black History Month Museum hosted at New Life Baptist Church, which includes interactive displays and professional development opportunities for social studies teachers.

Encouraged school leadership to infuse Black, Hispanic, and Native American history into year-round classroom instruction and to empower students to create localized research projects/museums within Griffin.

Data Transparency & Reporting

LWV representatives recommended that school boards explicitly track and document alignment with SMARTIE goals, CCDEI standards, and Strategic Improvement Plans (SIP) in public board minutes.

Suggested adopting dual demographic reporting methods—reporting both "race alone" and "race alone or in combination"—to account for multiracial students accurately without losing visibility.

B. Recruitment Pipelines & Staff Retention Strategies

Community & Technical College Pathways

LWV representatives highlighted community and technical colleges (and Hispanic-Serving Institutions like Heritage University) as key pipelines for accredited K–8 teacher preparation programs with highly diverse student populations.

Proactive Outreach & Climate Readiness

Advisement was given that because Griffin has historically been a predominantly white district, diverse candidates may not actively target the district unless leadership conducts proactive outreach highlighting demographic growth (projected 30% Hispanic enrollment). Emphasized that prior to aggressive diversity recruitment, the board and existing staff must continuously foster an inclusive, welcoming environment so new teachers feel valued and supported long-term.

Student Teaching Pipelines

Carletta Garraway recommended hosting student teachers of color, noting that educators frequently seek employment where they completed their student teaching.

Superintendent Rue noted that while Griffin experiences low teacher turnover due to high staff retention, she serves on the advisory board for The Evergreen State College and will actively engage higher education partners to host student teachers.

C. District Data, WSIP Framework, & Strategic Improvement Plans (SIP)

CCDEI & Professional Development Sequence

2023–2024: Interim Superintendent Chris Rust initiated baseline Cultural Competency, Diversity, Equity, and Inclusion (CCDEI) training for all district staff.

Special Education & Crisis Prevention (CPI): Due to a WSIF designation as a "School in Need of Improvement" based on metrics for students with disabilities (WSIF score of 1.48), the district prioritized Special Education co-op integration with ESD 113 and Nonviolent Crisis Intervention (CPI) de-escalation training.

Restorative Practices: Implemented staff training through Collaborative Learning Solutions. Established a campus Restorative Center staffed by trained student advocates, a counselor, and paraprofessionals.

Civil Rights & HIB: Conducted annual OSPI civil rights training and counselor-led Harassment, Intimidation, and Bullying (HIB) instruction for students.

Squaxin Island Tribe Partnership & Demographic Tracking

While official OSPI reports list 9 to 12 Native students due to federal reporting structures, direct collaboration with the Squaxin Island Tribe identifies approximately 52 Native/Indigenous students (~10% of enrollment).

FERPA Agreement: The district recently finalized a FERPA agreement with the tribe's Education Department (35 family sign-offs completed to date) to allow direct collaborative educational support.

Ongoing Tribal Engagement: Griffin holds an annual joint meeting between the School Board and Tribal Council, monthly tribal outreach meetings, and is preparing for a potential on-site tribal liaison.

SIP Goals & Academic Disparities

Goal 1 (Literacy): Focus on closing 3rd-grade literacy gaps linked to early-childhood pandemic disruptions.

Goal 2 (Attendance & Demographic Tracking): Developing an internal tracking system with tribal partners to support American Indian/Alaska Native students.

Goal 3 (Tiered Fidelity & Discipline): Utilizing the Tiered Fidelity Inventory (TFI) to improve behavioral support systems and reduce exclusionary discipline.

Hispanic Student Proficiency: LWV representatives noted a 12%–14% proficiency gap between Hispanic and White students in Math and ELA. Superintendent Rue confirmed the district is utilizing disaggregated data internally to focus support on closing this gap.

Analytics Tool (Homeroom System):

Principal Rebekah Keiser highlighted the implementation of Homeroom, a centralized database integrating SIS, iReady, WaKIDS, CogAT, attendance, and suspension data. This tool allows staff to create specific demographic subgroups (e.g., 3rd grade, Black, Hispanic, or Native students) to monitor attendance, academic growth, and holistic student needs in real-time.

Transition Preparation & Science Excellence

Approximately 90% of Griffin K–8 graduates transition to Capital High School (Olympia School District), showing high academic performance (100% on-time graduation two years prior; 98% last year).

LWV representatives noted Griffin students scored 23 points higher than the state average in science, supported by an 8th-grade physical science high school dual-credit option.

D. Next Steps & Future Forums

Follow-Up Forum: LWV and NAACP plan to hold a regional follow-up forum in 1 to 1.5 years where local districts will present progress updates regarding:
Support strategies and academic progress for Hispanic students.
Ongoing CCDEI training implementation for staff.
Internal tracking and outcomes for Native American/Alaska Native students.

Olympia School District Coordination: Griffin leadership will request demographic and 9th-grade on-track data broken down by race/ethnicity during their annual meeting with Olympia School District.

Board Governance & Minutes: Integrate explicit references to SIP goals, CCDEI standards, and SMARTIE frameworks into future board meeting documentation.

V. Closing Items

A. Adjourn Meeting

The meeting concluded at: 5:13pm.

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

Coversheet

Approval of Payroll & Warrants

Section: III. CONSENT AGENDA
Item: D. Approval of Payroll & Warrants
Purpose: Vote
Submitted by:
Related Material: October 2026 Payroll (1).pdf
October 2026 Accounts Payable.pdf

GRIFFIN SCHOOL DISTRICT NO. 324

General Fund Payroll Voucher Register Certification

Board Date: **October 21, 2026**

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

As of **October 21, 2026**, the Board, by a _____ vote, does approve for payment those checks (warrants and direct deposits) included in the following list and further described as follows:

THURSTON COUNTY TREASURER - GF Warrants Outstanding and Direct Deposits
in the total amount of: **$ 759,721.85**

CHECK DATE	CHECK NUMBER FROM	CHECK NUMBER TO	CHECK AMOUNT	
October 30, 2026	75101368	75101371	4,668.26	Payroll Warrants
October 30, 2026	9000002997	9000003091	379,240.84	Direct Deposit
October 30, 2026	75019616	75019626	146,654.85	Payroll Vendor Warrants
October 30, 2026	202300071	202300072	229,157.90	Payroll Wire Transfers
		Total	$ 759,721.85	

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Secretary: _____

GRIFFIN SCHOOL DISTRICT NO. 324

Accounts Payable Voucher Register Certification

Board Date: **October 21, 2026**

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

As of OCTOBER 21, 2026 the Board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows:

THURSTON COUNTY TREASURER - Warrants Outstanding
in the total amount of: **$ 304,523.03**

CHECK DATE	CHECK NUMBER FROM	CHECK NUMBER TO	CHECK AMOUNT	FUND DESCRIPTION
October 21, 2026	75019627	75019667	292,570.65	General Fund
October 21, 2026	75040514	75040517	11,552.38	Capital Projects Fund
October 21, 2026	75020961	75020961	400.00	Associated Student Body
			$ 304,523.03	

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Board Member: _____

Secretary: _____

Coversheet

Approval of the Enrollment Report

Section: III. CONSENT AGENDA
Item: E. Approval of the Enrollment Report
Purpose: FYI
Submitted by:
Related Material: Enrollment October 2026.pdf

School Year	Report Run Date	Resident District Name
2026-2027	10/06/2026	GRIFFIN SCHOOL DISTRICT
Grade Level	**Headcount of Individual Students K-12**	**Full-time Equivalent (FTE) Students K-12**
Kindergarten	54	54
First Grade	57	57
Second Grade	57	56.5
Third Grade	59	59
Fourth Grade	52	52
Fifth Grade	62	62
Sixth Grade	64	63.15
Seventh Grade	56	56
Eighth Grade	71	70.85
Total	**532**	**530.5**

Total Transition to Kindergarten Students
20

I hereby certify that all students reflected in this report are properly enrolled and properly identified students in accordance with instructions and that student records and other pertinent documents are readily available for audit.

Acknowledged District Superintendent or authorized official signature: _____

Date: _____

Coversheet

Approval of the Personnel Report

Section:	III. CONSENT AGENDA
Item:	F. Approval of the Personnel Report
Purpose:	Vote
Submitted by:	
Related Material:	Personnel Report October 2026.docx.pdf Personnel Report Backup - October.xlsx - Sheet1.pdf

GRIFFIN SCHOOL DISTRICT #324

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

Personnel Report

October 21st, 2026 School Board Meeting
Prepared by Kyler Mower

Employment:

- No Report

Out of Endorsement:

- No Report

Leave of Absence:

- No Report

Extra-Curricular:

- 2026-2027 Certificated Extra-Curricular Stipends, see attached list

Resignation/Termination/Provisional:

- No Report

Retirement:

- No Report

Other:

- No Report

Griffin School District No. 324 - 2026-27 Contracts & Stipends

Employee	Contract Type	Items	Annual Amount
Suzanne Stottlemyre	Supplemental Stipend	Longevity stipend (14 years); Honor Society Advisor	$2,000.00
Jennifer Tomlin	Supplemental Stipend	Longevity stipend (10 years); Extra-Curricular Supervisor; HiCap Coordinator Stipend	$5,587.55
Eric M Fleming	Supplemental Stipend	Skateboard Club	$1,000.00
Wendy Potkonjak	Supplemental Stipend	Longevity stipend (11 years)	$1,000.00
Sean C Finn	Supplemental Stipend	Longevity stipend (21+ years)	$2,000.00
Kayleen Renee Evans	Supplemental Stipend	HiCap Coordinator Stipend; Drill Team Advisor; Yearbook Advisor Stipend	$5,043.77
James Alviar	Supplemental Stipend	Longevity stipend (21+ years)	$2,000.00
Heide Toepke	Supplemental Stipend	Longevity stipend (21+ years)	$2,000.00
Elizabeth Hardy	Supplemental Stipend	Longevity stipend (13.18 years)	$1,000.00
Jennifer Palmer	Supplemental Stipend	Longevity stipend (21+ years); Music Director Stipend; Elementary Music Stipend	$5,859.44
Johanna Phillips	Supplemental Stipend	Longevity stipend (21+ years)	$2,000.00
Carrie Pipkin	Supplemental Stipend	Running Club	$1,000.00
Camille McGregor	Supplemental Stipend	Yearbook Advisor Stipend	$1,543.77
Anneka Brown	Supplemental Stipend	ASB Club Advisor	$2,000.00
Jennifer Jirsa	Supplemental Stipend	Longevity stipend (21+ years)	$2,000.00
Justin Poland	Supplemental Stipend	Archery Club	$2,000.00
Griselda Kelly	Supplemental Stipend	Cooking Club	$2,000.00
Frank Ehresmann	Supplemental Stipend	Longevity stipend (13.18 years)	$1,000.00
TOTAL			**$41,034.53**
Supplemental stipends only			*$41,034.53*

Coversheet

Review of Public Records Requests

Section: III. CONSENT AGENDA
Item: G. Review of Public Records Requests
Purpose: FYI
Submitted by:
Related Material: Oct. 2026 PUBLIC RECORDS REQUEST LOG - Google Sheets.pdf

PUBLIC RECORDS REQUEST LOG 2026-2027

PUBLIC RECORDS LOG 2026-27

PRRQ LOG #	Date Received	Requester	Original Request	Records Produced	Date Request Closed	Retention Schedule	Email
26-27-PRRQ-1	9/2/2026	Mandy Paradise	information on inter-district acceptance policies. de-identified data for SY 2025-2026 and SY 2026-2027 How many Squaxin Choice Transfers were submitted to Griffin? Of those, how many were asked to have a conditional choice transfer meeting prior to the school year? How many choice-transfer Squaxin families were declined enrollment or otherwise had their enrollment rescinded by the district for those years? Of the total choice transfer requests that Griffin received, how many were Squaxin; and of the total choice transfer requests received and declined - how many were Squaxin?	Policy 3141 Non-Resident Students Squaxin Choice Transfer Letter Choice Transfer Letter	9/8/2026		mparadise@squaxin.us
26-27-PRRQ-2	9/21/2026	Vincent Mutolo, Argo Agent	Electronic records of all purchase orders issued by Griffin School District from 2021-09-04T00:00:00.000Z through 2026-09-04T00:00:00.000Z.	2022-2026 PO's (Secure upload link)	9/21/2026		vincent@argorecordsdesk.com
26-27-PRRQ-3	9/28/2026	Pngtree Graphic Design Limited	Removal of image from website due to copyright infringement.	9/28 Deleted images, screen shots emailed of completion. 9/30 emailed requesting Basic Plan purchase.	9/28/2026		admin@pngtree.com
26-27-PRRQ-4	10/1/2026	The Data Branch Research Team	spreadsheet or equivalent file containing all purchase orders issued between January 1, 2023, and the present.	2023-2026 Purchase Order Report	10/2/2026		colby@databranchus.com

Coversheet

Review of Surplus Items

Section: III. CONSENT AGENDA
Item: H. Review of Surplus Items
Purpose: FYI
Submitted by:
Related Material: Surplus - May 2025-March 2026.pdf

Quantity	Item Category	Item Description and Manufacturer	Copyright or Estimated Date of Purchase	Serial Number	Model Number	Tag Number	Location or Room Number	Condition
3	Other	Old Science Kits/Not all materials are present in the tub:	Not know: Date	n/a	n/a	n/a	Outside Classroo	Poor
2 sets of teacher	Text Books	Journey's Teacher's Manuals and some of the small readers. This does not include the textbooks. It is an incomplete set of this program.	2015	ISBN: 978-0-7609-9401-6			Outside of room	Fair
1	AV	Toshiba Color TV	JULY 2004	9451A4333 E	27A34	Griffin Tag #2840	Music	Good
28	Text Books	We the People - The Citizen and the Constitution	copyright 2007	002252, 002217, 002233, 002137, 002139, 002251,			Room 404	Good
30	Text Books	A Dream of Freedom	2004	008730, 008729, 008743, 008726, 008701, 008733,			Room 404	Good
64	Text Books	iReady Classroom Mathematics Volume 1 (8th grade)	2024				Main Office	Good
Units 15-20/34-3	Text Books	Readwell Kindergarten Storybooks	c 2009				106	Good
6 units/28-41 sto	Text Books	Readwell Kindergarten/Voyager Sopris Learning	c 2009				Room 106	Good
11 storybooks, 1(	Text Books	Read well level 1 storybooks	2009				215	Good
14 books, 10-25	Text Books	Read well level K and 1 storybooks	2009				215	Good
6 books, 10-25 e	Text Books	Read well storybooks level 1 and 1+	2009				215	Good
40	Text Books	Read well level 3 activity books	2009				215	Good
30	Text Books	Read well 2 activity and exercise books	2009				215	Good
7 books 10-25 ea	Text Books	Read well 1					215	Good
240	Text Books	Read Well Lv 1	Unk				Rm 215	Fair
4 books 15-30 ea	Text Books	Read well level 1 storybooks	2009				215	Good
75	Text Books	Read Well + misc books	Unk	N/A			Rm 215	Fair

Quantity	Item Category	Item Description and Manufacturer	Copyright or Estimated Date of Purchase	Serial Number	Model Number	Tag Number	Location or Room Number	Condition
5 books, 20-30 e	Text Books	Read well level 2 and 3 activity books	2009				215	Good
50	Text Books	Read well level 2 spelling and writing	2009				215	Good, Fair
45	Text Books	Misc books	Unk				215	Fair
48	Text Books	Math books	Unk				215	Fair
13 books	Text Books	McGraw hill and EMC textbooks	2009				215	Fair
28	Text Books	Math books	Unk				215	Fair
22 books	Text Books	Read well 2 teachers guides	2009				215	Good
100	Text Books	Read well spelling and writing conventions	2009				215	Good, Fair
Units 1-8 storybo	Text Books	Readwell Kindergarten/Sopris Voyager	c 2009				106	Good
One box	Text Books	Readwell K/Sopris Voyager	c 2009				106	Fair
1	Equipment	Printer	2022	Unknown	Unknown		Unknown	Fair
3	Text Books	23r		2e3r	23r	23r	23r	Good
8	Technolgy MIsc	Epson 475 Short throw projector w/mount and remote			475		MDF	Fair
4	Technolgy MIsc	Epson 585 Short throw projector w/mount and remote					MDF	Fair
11	Technolgy MIsc	Epson 675 Short throw projector w/mount and remote			675		MDF	Fair
1	Technolgy MIsc	H P 4014n Laser Printer			4014n		KilnCloset	Fair
1	Technolgy MIsc	HP Pagewide Pro 417dw					Kiln room	Fair
1	Technolgy MIsc	Hp Officejet Pro 575dw			575dw		Kiln room	Fair
27	Text Books	All Write, Write Source	Copyright 1998				Stage	Fair
5	Text Books	Journeys Teachers Edition Unit 4	Copyright 2017				Stage	Fair
1	Text Books	Math Connects	Copyright 2009				Stage	Fair

Quantity	Item Category	Item Description and Manufacturer	Copyright or Estimated Date of Purchase	Serial Number	Model Number	Tag Number	Location or Room Number	Condition
10	Text Books	Decoding Book 1 Read Well Units 1-9					Stage	Fair
6	Text Books	Decoding Book Unit 10-23	Copyright 2007				Stage	Fair
10	Text Books	Decoding Book 3	Copyright 2007				Stage	Fair
7	Text Books	Decoding book 4 Units 30-38	Copyright 2007				stage	Fair
2	Text Books	Activity book 4 Read Well plus	Copyright 2009				Stage	Fair
5	Text Books	Journeys Teachers Edition Unit 6	Copyright 2017				Stage	Fair
1	Text Books	Journeys Teachers Edition unit 1	2017				Stage	Fair
1	Text Books	Literacy and Language Guide	unknown				stage	Fair
1	Text Books	Journeys Close Reader Teachers guide	2017				Stage	Fair
1	Text Books	Journeys Standards Based Assessment Resource	unknown				stage	Fair
1	Text Books	Intervention Assessments	unknown				stage	Fair
1	Text Books	Journeys Benchmark and unit tests	2005				stage	Fair
1	Text Books	Common core writing handbook teachers guide	unknown				stage	Fair
2	Text Books	Bridges in Mathematics Teachers guide volume one	2007				stage	Fair
4	Text Books	Number Corner Bridges in Mathematics	2007				stage	Fair
2	Text Books	All Write Source Book	1998				stage	Fair
1	Text Books	Journeys Write in reader	unknown				stage	Fair
1	Text Books	Journeys volume 5	2017				stage	Fair
26	Text Books	Writing Handbook HMH	unknown				stage	Fair
13	Text Books	Time for kids Biographies Thomas Edison	2005				stage	Fair
49	Text Books	Writing Handbook HMH Grade 2					stage	Fair

Quantity	Item Category	Item Description and Manufacturer	Copyright or Estimated Date of Purchase	Serial Number	Model Number	Tag Number	Location or Room Number	Condition
15	Text Books	Journeys HMH Grade 5	2017				stage	Fair
1	Other	Number corner components Bridges grade 1 pocket cards					stage	Fair
1	Other	Journeys Grab and Go Weekly lesson resources	unknown				stage	Fair
1	Equipment	Laminator	2019				stage	Poor
14	Text Books	Open Court Reading SRA	2002				stage	Fair
12	Text Books	Our World Our Home Read Well	2009				Stage	Poor
50	Text Books	Exercise book 4 units 21-25	2009				stage	Fair
15	Text Books	Journeys Grade 5 HMH	2017				stage	Fair
15	Text Books	Journeys HMH Grade 5	2017				stage	Fair
9	Text Books	Journeys readers notebook grade 4	unknown				stage	Fair
4	Text Books	All Write	1998				stage	Fair
1	Text Books	American Heritage Dictionary	1985				stage	Fair
9	Text Books	Journeys readers notebook grade 4	unknown				stage	Fair
30	Text Books	Journeys Close reader	2017				stage	Fair
6	Text Books	Journeys grade 4	2017				stage	Fair
13	Text Books	Journeys Readers. notebook	unknown				stage	Fair
1	Text Books	Math Connects Macmillan McGraw Hill	unknown				stage	Fair, Poor
12	Text Books	Journeys Grade 5	2017				Stage	Fair
12	Text Books	Journeys Grade 5	2017				stage	Fair
2	Other	Journeys Grab and Go Weekly lesson resources grade 4	unknown				stage	Fair
1	Other	Journeys Grab and Go weekly lesson resources grade 5	unknown				stage	Fair
71	Text Books	Read Well Exercise book 1 Units 1-7	2009				stage	Fair

Quantity	Item Category	Item Description and Manufacturer	Copyright or Estimated Date of Purchase	Serial Number	Model Number	Tag Number	Location or Room Number	Condition
123	Text Books	Read Well Decoding Book 2 Units 10-23	2007				stage	Fair
24	Text Books	Read Well activity book	2014				stage	Fair
8	Text Books	My activity book units 12-14	2014				stage	Fair
9	Text Books	Merriam Websters Children's Dictionary	2000				Stage	Fair
5	Text Books	Beginning Dictionary	1981				stage	Fair
66	Text Books	Read Well Plus Science Digest	2009				stage	Fair
81	Text Books	Read Well Plus A Great Man	2009				Stage	Fair
29	Text Books	A to Z Mysteries The Absent Author	1997				stage	Fair
47	Text Books	Read Well Exercise book 1 units 1-7	2009				stage	Fair
59	Text Books	Read well exercise book 2 Units 8-12	2009				stage	Fair
14	Text Books	Read Well Activity book 3	2009				stage	Fair
18	Text Books	SRA Open Court Reading	1993				stage	Fair
13	Text Books	Read Well my activity book 1	2007				stage	Fair
25	Text Books	Read Well My Activity Book 2	2007				Stage	Fair
17	Text Books	Read Well My Activity book 3	2007				stage	Fair
23	Text Books	Read Well My Activity Book 4	2007				stage	Fair
38	Text Books	Read Well Alphabet Detective	2007				stage	Fair
38	Text Books	Read Well Unit 9 Wind, Rain and Sun	2007				stage	Fair
23	Text Books	Read Well Friendship	2007				stage	Fair
35	Text Books	Read Well Lessons Learned	2007				stage	Fair
35	Text Books	Read Well Unit 38 Flight	2007				stage	Fair
37	Text Books	Read Well Units 36. 37 Fact or Fiction	2007				stage	Fair
32	Text Books	Read Well Unit 3 Smart Little Monkeys	2007				stage	Fair

Quantity	Item Category	Item Description and Manufacturer	Copyright or Estimated Date of Purchase	Serial Number	Model Number	Tag Number	Location or Room Number	Condition
41	Text Books	Read Well Unit 4 Rhyming Fun	2007				stage	Fair
39	Text Books	Read Well Unit 5 Dinosaur Days	2007				stage	Fair
43	Text Books	Read Well Unit 6 What's in a Name?	2007				stage	Fair
41	Text Books	Read Well Unit 7 An Eagle's Nest	2007				stage	Fair
26	Text Books	Read Well Units 24,25 Great Gorillas and Fantastic Frogs	2007				stage	Fair
8	Text Books	Read Well Units 16, 17, 18 Moonlit Lagoon	2007				Stage	Fair
17	Text Books	Read Well Units 26, 27 Let Freedon Ring	2007				Stage	Fair
21	Text Books	Read Well Units 28, 29	2007				stage	Fair
30	Text Books	Read Well Units 30, 31 Earth Science	2007				Stage	Fair
30	Text Books	Read Well Units 32, 33 Habitats	2007				stage	Fair
43	Text Books	Read Well Unit 1 Snazzy Snake	2007				stage	Fair
40	Text Books	Read Well Unit 2 What Do you see?	2007				Stage	Fair
79		Read Well Spiders and Bats	2009				stage	Fair
57	Text Books	Read Well From Generation to Generation	2009				stage	Fair
4	Text Books	A Jigsaw Jones Mystery	2006				stage	Fair
6	Text Books	Nate The great Saves the King of Sweden	1997				stage	Fair
8	Text Books	Magic School Bus Field Trip Facts	2007				stage	Fair
44	Text Books	Arthur's Pet Business	1990				stage	Fair
11	Text Books	Read Well Decoding book 2	2007				stage	Poor
76	Text Books	Read Well Decoding Book 3	2007				stage	Fair

Quantity	Item Category	Item Description and Manufacturer	Copyright or Estimated Date of Purchase	Serial Number	Model Number	Tag Number	Location or Room Number	Condition
72	Text Books	Read Well Decoding book 4	2007				stage	Fair
28	Text Books	Read Well Activity Book 2	2009				stage	Fair
4	Text Books	Childrens Dictionaty					stage	Fair
41	Text Books	Read Well Unit 10 Tim's Metamorphosis	2007				stage	Fair
38	Text Books	Read Well Units 11, 12, 13 Mammals	2007				stage	Fair
41	Text Books	Read Well Units 14, 15 Acts of Kindness	2007				stage	Fair
29	Text Books	Read Well Units 16, 17, 18 Moonlit Lagoon	2007				stage	Fair
53	Text Books	Read Well Communities					stage	Fair
70	Text Books	Read Well The Reef	2009				stage	Fair
68	Text Books	Read Well Science Digest	2009				stage	Fair
55		Read Well Young America	2009				stage	Fair
53	Text Books	Time for Kids Thomas Edison	2005				stage	Fair
14		Read Well Our World Our Home	2009				stage	Fair
58	Text Books	Read Well All About Dinosaurs	2009				stage	Fair
2	Furniture	Red teachers chairs					stage	Poor
1	Furniture	Standing teacher desk Ergotron					stage	Poor
1	Equipment	Referee stand for volleyball					stage	Fair
1	Equipment	Nobles Top Scrubber and pads					stage	Poor
1	Furniture	Black office chair					stage	Fair, Poor
1	Equipment	Magic Chef mini fridge					stage	Fair
1	Technolgy MIsc	Ipad Charging Cart					Shipping contain	Poor
1		Metal 2 door cabinet					Shipping contain	Poor
1	Furniture	4 Drawer filing cabinet					Shipping contain	Fair

Quantity	Item Category	Item Description and Manufacturer	Copyright or Estimated Date of Purchase	Serial Number	Model Number	Tag Number	Location or Room Number	Condition
1	Furniture	Double sided book shelf (4.5 x4x2.3)					Shipping contain	Fair
1	Furniture	Wood double sided book shelf 5' tall					Shipping contain	Fair
1	Furniture	Wood table with cubbies					Shipping contain	Fair
1	Furniture	Wood chest with hinged top lid					Shipping contain	Fair
2	Furniture	Classroom cubbies with coat hooks					Shipping contain	Fair
12	Other	Sanitizer dispenser stands	2020				Shipping contain	Fair
2	Technolgy MIsc	Metal stereo cabinets					Shipping contain	Poor
8	Other	Foss Science Kits					Shipping contain	Poor
1	Equipment	Red Large Vacuum					Maintenance sho	Poor
6	Equipment	Long Springs (in white box)	2018	none	none	none	Stage	Good
30	Furniture	Classroom chairs	2000					
9	Furniture	Stools	2000					
1	Technolgy MIsc	Old box tv	2000					
3	Furniture	classroom tables	2000					
20	Furniture	student computer desks	2000					
Library book cart	Furniture	cart for books						

Coversheet

Facility Updates

Section: IV. NEW BUSINESS
Item: A. Facility Updates
Purpose: FYI
Submitted by:
Related Material: Facilities Presentation 10.21.2026.pptx.pdf

FACILITIES & CAPITAL

PROJECT PORTFOLIO

Alex Jones

Facilities Supervisor | Griffin School District

- Infrastructure renewal
- Safety improvements
- Learning-space modernization
- Operational delivery

BOARD PRESENTATION • OCTOBER 2026



Portfolio Overview

A cross-section of capital and facilities work delivered across infrastructure, safety, learning spaces and operations.

$916,638.53 — **Documented facilities project investment**

Project categories represented

- PFAS treatment, potable-water infrastructure and storage
- Electronic access control and restroom upgrades
- Library and classroom furniture; cabinetry installation
- Flooring, hot-water systems and food-service equipment
- Parking-lot maintenance and traffic markings
- LED lighting modernization and energy-use tracking
- Facilities work-order and asset-management rollout

DELIVERY APPROACH

The work shown here combines public-bid construction, cooperative purchasing contracts, contractor coordination and district self-performance—while keeping school operations moving.

PFAS / Potable-Water Treatment Facility

Public-bid capital project integrating treatment, storage and a new dedicated building.



BEFORE — existing holding tank



AFTER — completed treatment building

Completed project

American Pump & Drilling • Capital Projects

Scope included PFAS treatment media, wellhouse modifications, UV and sediment pre-treatment, flow controls, piping, meters, reservoir replacement, a 5,000-gallon tank, structure work, pressure tank and testing.

PFAS / Water Treatment — Installed Systems



Water-storage tank



Integrated piping + treatment

Electronic Access-Control Replacement

Restored centralized control after the previous access-control system became completely nonfunctional.

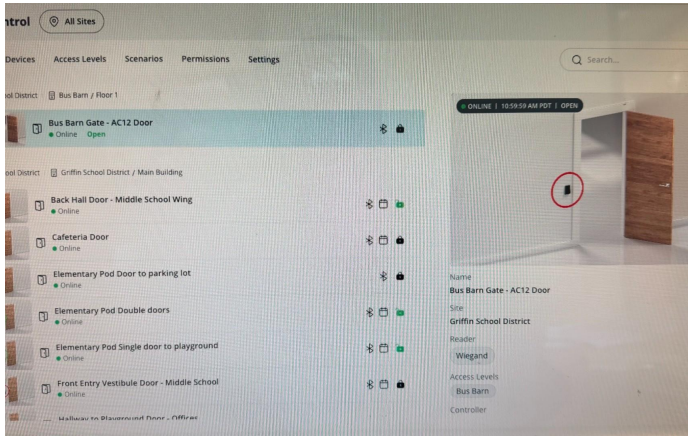
ELECTRONIC ACCESS CONTROL

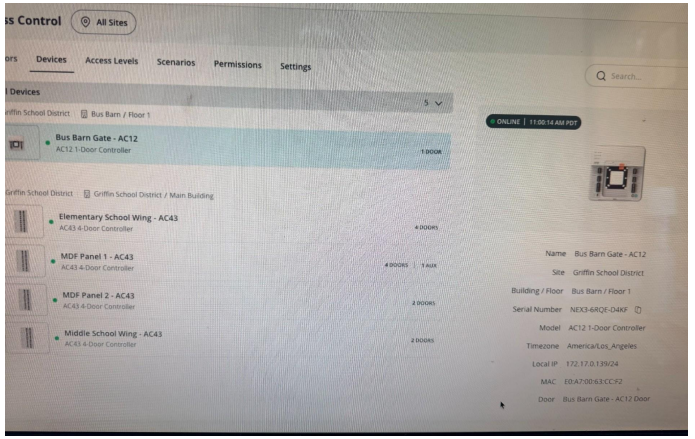
11

CONTROLLED ACCESS POINTS

10 DOORS + BUS-BARN GATE

Centralized management
Restored district security





Completed project

Capital Projects funded

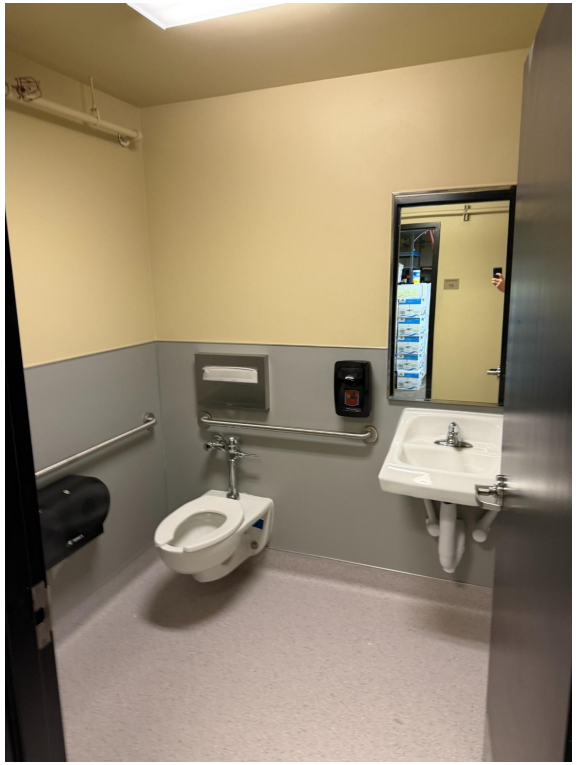
11 **controlled access points**

10 doors + bus-barn gate

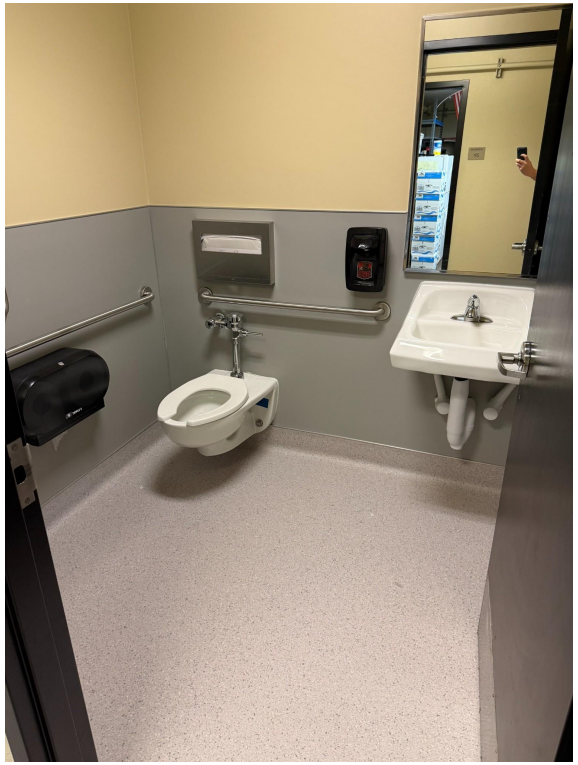
- Centralized electronic access restored
- District-wide security modernization
- Operational access management and turnover

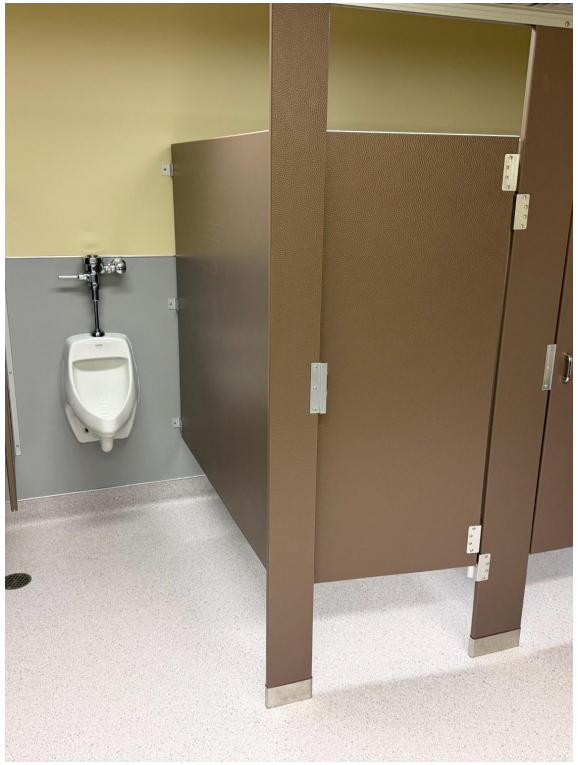
Restroom Modernization

Durable, cleanable finishes and updated fixtures across student and single-use spaces.

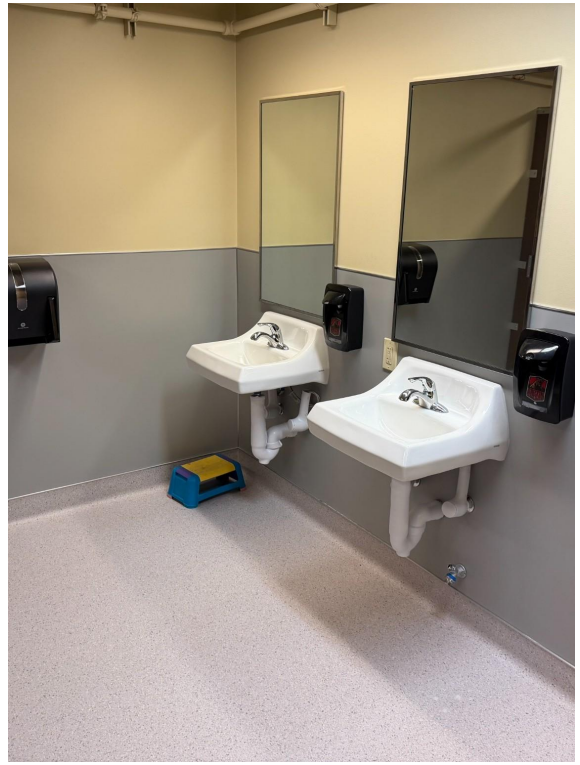


Single-use restrooms





Girls restroom



Boys restroom

Work shown includes resilient flooring, wall/finish upgrades, fixtures, partitions, mirrors, dispensers and accessibility-related improvements.

Library Furniture & Learning-Space Modernization

A library-wide furniture refresh created multiple modes for instruction, collaboration, reading and informal student use.











Completed project

Virco purchase order • Capital Projects

New tables + chairs • flexible floor seating • soft collaborative seating • circulation/service furniture • informal reading areas

Classroom Furniture Upgrades

New student tables and chairs refreshed early-learning classrooms and improved instructional flexibility.





Installed in active instructional spaces to demonstrate scale, fit and day-to-day usability.

Classroom Storage / Cabinetry — Self-Performed Installation

Purchased through a competitively awarded cooperative contract; installation completed by district facilities staff.





Completed project

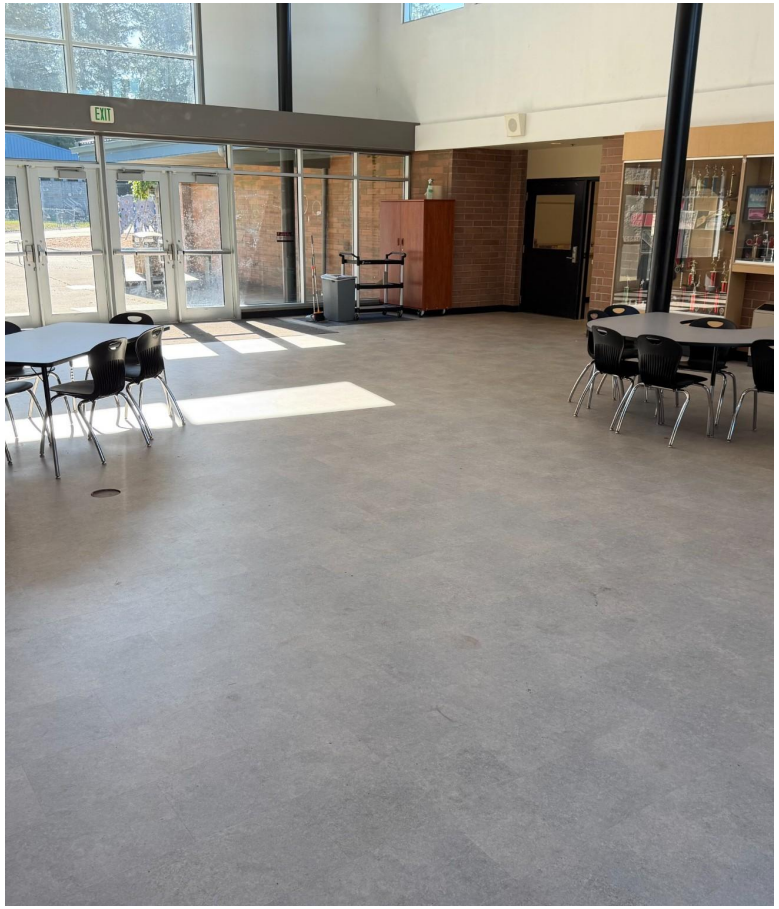
Virco quote • classroom cubbies / storage

DELIVERY VALUE

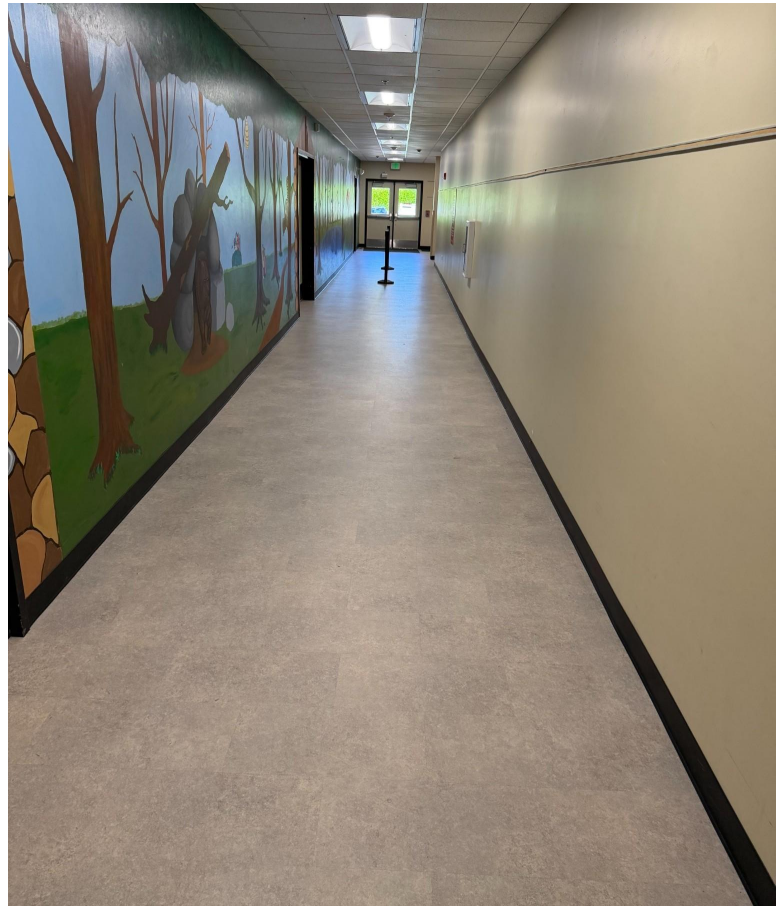
- District staff installation
- Reduced reliance on outside labor
- Coordinated alongside summer capital work
- Immediate operational turnover

Interior Flooring & Finish Renewal

High-traffic corridors and common areas renewed for durability, cleanability and long-term maintenance.







PROCUREMENT KCDA Contract #25-340 — cooperative purchasing / bid-first contract pathway.

Completed project

Flooring project total • Capital Projects

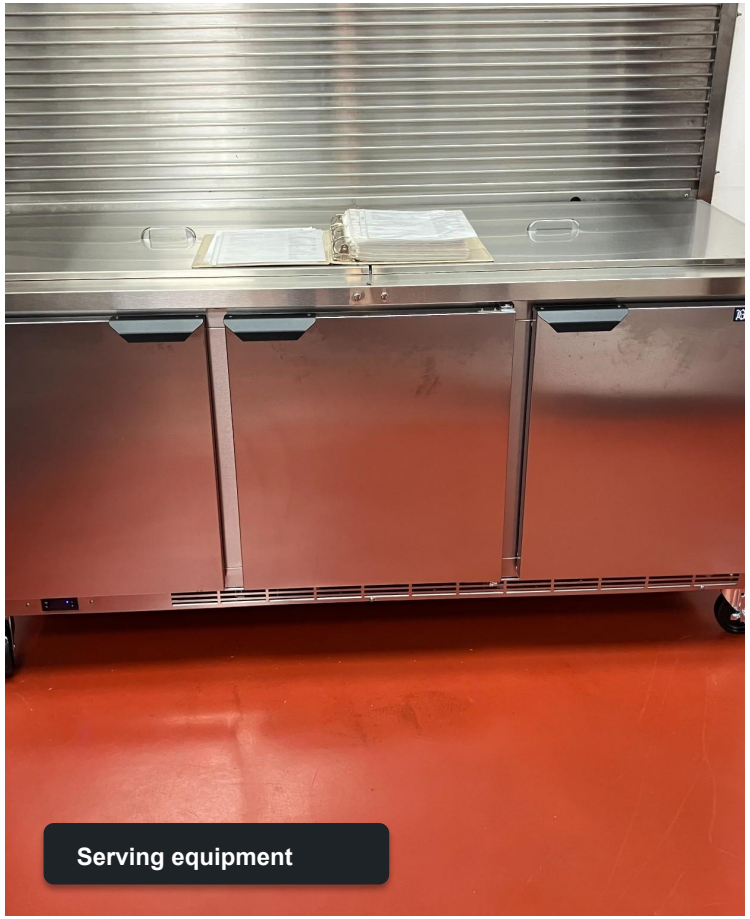
Building Systems & Food-Service Equipment



Hot-water system upgrade



Cooking equipment


Serving equipment

Building-system and food-service upgrades were coordinated as part of the broader summer facilities program.

Parking Lot Maintenance & Re-Striping

Completed parking lot maintenance and refreshed traffic markings.





Completed cleaning and re-striping, including parking stalls, pedestrian crossings and traffic markings.

LED LIGHTING MODERNIZATION

Main building • Portables • Bus barn





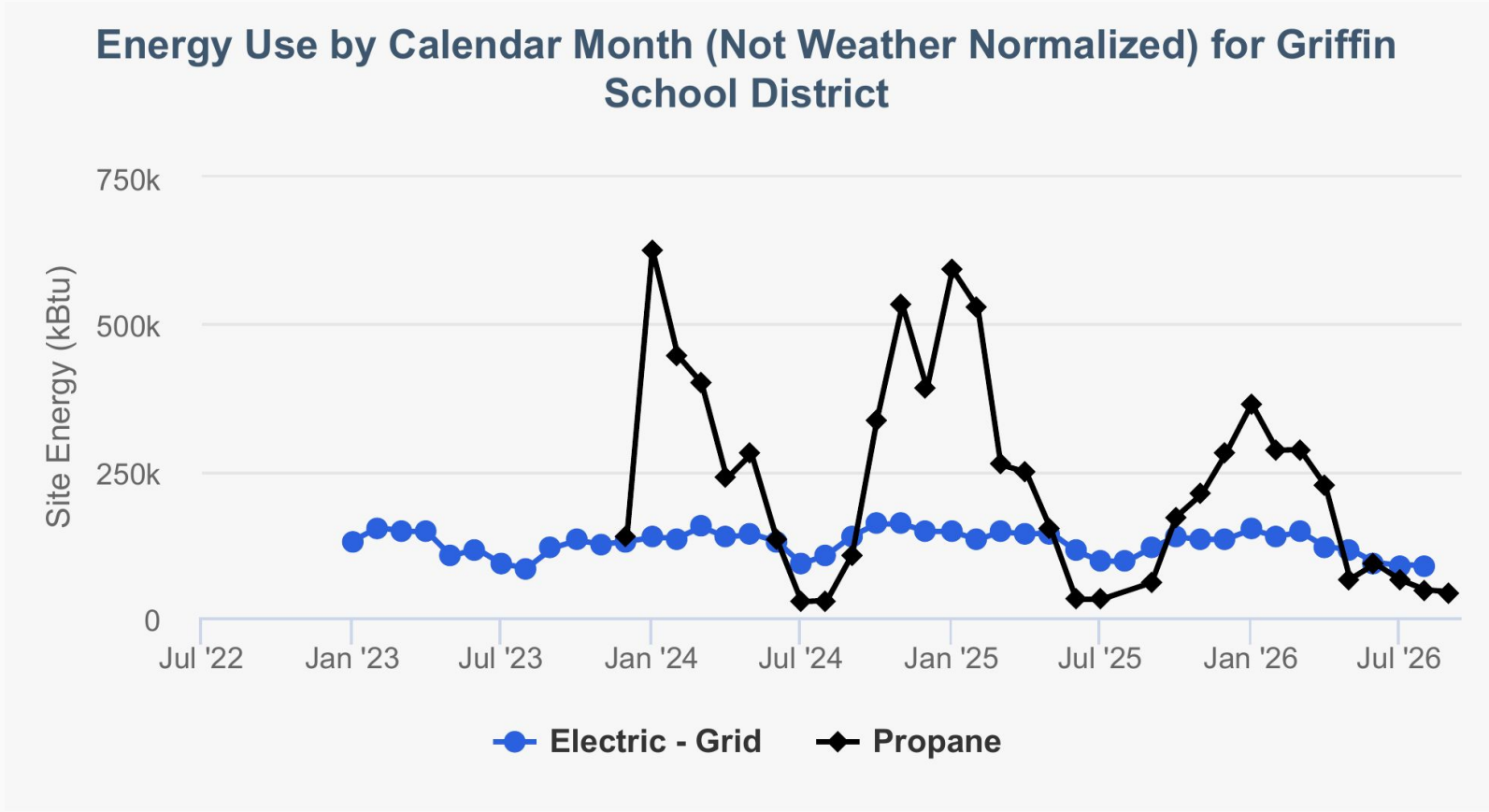
PROJECT SCOPE

76 new fixtures • 250 LED tubes • 145 retrofit kits
77 occupancy sensors • 15 pin LEDs • 9 battery backups

Estimated 44.54% lighting energy reduction | 46,447 kWh/year saved

Source: Northwest Edison proposal (Aug. 2026). Scope and savings are estimates; final installed counts to be confirmed.

Energy Consumption | Griffin School District



PROPANE

~34% less

ELECTRICITY

~9% less

January–August 2024 vs. January–August 2026

Approximate readings from chart (kBtu); not weather-normalized. Actual reductions are not solely attributable to individual projects.

Capital Delivery & Procurement

Different project types required different delivery methods, documentation and levels of self-performance.

PROJECT	STATUS	PROCUREMENT / DELIVERY	FUNDING
PFAS / water system	Completed	Public bid	Capital Projects
Access control	Completed	Contracted project	Capital Projects
Library furniture	Completed	Purchase order	Capital Projects
Flooring	Completed	KCDA Contract #25-340	Capital Projects
Classroom cubbies	Completed	Cooperative contract + staff install	Documented quote

This mix demonstrates capital planning, public procurement, cooperative purchasing, contractor coordination, in-house labor management and project turnover.

In-House Work — Measurable District Savings

District staff completed three projects without outsourcing installation or modification work.

01 Parking lot maintenance & re-striping

Contractor estimate: $10,797.51 | Completed in-house for under $2,000
Savings: more than $8,797.51

02 Office professional reception-desk pass-through

Outside estimate: $6,864 | Modified by district staff using existing materials
Additional district cost: $0 | Avoided cost: $6,864

03 Classroom cabinetry installation

District staff installed all new classroom cabinets.
Outside installation quote not obtained; labor savings not quantified.

More than $15,661 in documented avoided costs across the first two projects.

2026–2027 School Air Quality Fellowship

Center for Green Schools at the U.S. Green Building Council (USGBC)

Selected as a 2026–2027 School Air Quality Fellow • September 2026–May 2027

Purpose

The fellowship provides training and support to develop a long-term plan for cleaner, healthier indoor air at Griffin School District.

District focus:
Assess building conditions → build an IAQ management plan → identify practical, energy-efficient improvements.

TRAINING	Personalized technical assistance
CREDENTIAL	BOC — Building Operator Certificate LEED Certificate
NETWORK	Peer learning + national conferences in Austin
FUNDING	Opportunity for up to $30,000 in ALA mini-grant funds

2026–27 direction: Assess → Plan → Act | Target mini-grant application: November 4, 2026

School Air Quality Fellowship | 2026–2027

Center for Green Schools at the U.S. Green Building Council

National professional development

Selected among 53 fellows nationwide for the 2026–2027 program.

Purpose for Griffin

Develop a practical indoor air quality management plan that supports healthier learning environments and energy efficiency.

Opportunities ahead

Technical support, peer learning, professional training and potential American Lung Association mini-grant support; funding is not yet awarded.

HelixIntel | District Work-Order Rollout

Building a sustainable system for facilities service and asset management.

System launched for staff

Staff accounts and invitations distributed; early requests have been successfully submitted.

Workflow tested

Requests received, approved and assigned to maintenance staff in the system.

Next phase

Expand staff adoption, define custodial routing and build out the district asset inventory.

Thank You | Questions

Completed work provides the foundation for thoughtful, accountable facilities planning.

Our focus

Safe, healthy and functional schools; responsible use of capital funding; durable improvements that support students and staff.

Coversheet

Strategic Plan Report

Section: IV. NEW BUSINESS
Item: B. Strategic Plan Report
Purpose: FYI
Submitted by:
Related Material: GSD Strategic Plan Outcome 2B Oct. 21, 2026.docx.pdf

Griffin School District

Strategic Plan Outcome Progress Report

Commitment: Welcoming & Supportive Learning Environments

Outcome: 2.B. Positive Relationships with Every Student

Date of Report: October 21, 2026	Current Status: MAKING PROGRESS
Person/Team Completing Report: Kirsten Rue, Kayleen Evans, Aisha Tanaka	

1. Outcome & Key Actions

Outcome: 2.B. Positive relationships with every student

- 2.B.i. Know every student by name, need, strength, and interest.
- 2.B.ii. Morning meetings or check-in circles to share feelings, celebrate successes, and build empathy.
- 2.B.iii. Engage families as relationship partners, helping us understand their child's strengths, needs, and interests.

2. Progress & Successes

Griffin teachers are using a range of intentional practices to help students feel known, valued, and connected. In elementary classrooms, morning check-ins and group circles give students regular opportunities to share, celebrate successes, listen to one another, and build empathy. Teachers have reported that these routines are supporting belonging and engagement while helping them learn more about students as individuals. In middle school, weekly Advisory circles create space for students to share about their lives and interests and to ask questions of peers they may not usually connect with. Teachers are also building individual relationships through brief personal check-ins and by using academic support structures such as Core/Flex to respond to students who need additional help.

Family partnerships are another important part of this work. Teachers report that family meetings during the first two days of school have helped establish relationships early and provided valuable insight into students' home lives, backgrounds, strengths, and interests. Other examples include the weekly middle school Monday Memo, which keeps students and families informed, and a parent reflection assignment that invites families to share a fuller picture of their child. These practices reflect progress across all three key actions, while also highlighting an opportunity to make sure each student has meaningful connections with adults beyond their immediate classroom or grade-level team.

Evidence of Progress (2–4 data points/examples)

- Elementary morning circles/check-ins: Teachers report stronger opportunities for student sharing, belonging, engagement, and deeper relationship-building. In one teacher's account, students who were initially quiet or hesitant became more comfortable speaking and sharing by the end of the year.
- Middle school Advisory: Weekly circles and follow-up questions help students learn about one another's families, interests, and experiences, including classmates outside their usual social groups.
- Individualized academic support: The weekly Core/Flex Summons Sheet documents students identified for additional help with missing work, assessments, or other needs and provides a structure for one-to-one or small-group support.
- Family communication and partnership: Family meetings at the beginning of the year and regular communication such as the Monday Memo help staff learn about students and keep families informed. Participation counts and family feedback can be added when available.

3. Next Steps & Areas for Growth

- Continue supporting relationship-building practices such as morning circles, Advisory check-ins, brief one-to-one conversations, and individualized academic support, while allowing teachers flexibility to use approaches that fit their students and programs.
- Review available evidence of family engagement—including attendance at beginning-of-year family meetings and conferences—and gather family feedback about whether these opportunities help staff understand students' strengths, needs, and interests.

- Explore ways to create intentional connections between students and additional trusted adults across the school, such as a “school families” structure or periodic cross-grade gatherings, so relationships extend beyond students’ usual classroom or grade-level group.
- Consider surveying students about barriers to extracurricular and other connection-building opportunities, including interest, cost, and transportation, and use the findings to identify ways to increase access and participation.
- Review middle school Advisory priorities with staff, including opportunities to connect students’ interests and aspirations with High School and Beyond planning, while preserving time for relationship-building and student voice.

At-a-Glance

Current Status: ☐ On Track ☒ Making Progress ☐ Needs Attention

Rationale: Examples from elementary and middle school show that staff are using meaningful practices to build relationships with students and families. The next opportunity is to strengthen consistency, gather more systematic feedback and participation data, and ensure that students who are less connected to classroom or extracurricular activities also have reliable relationships with adults at school.

Drafting note: *This draft uses the teacher-provided examples as qualitative evidence. Add verified family-meeting/conference participation numbers or family feedback if those data are available before the Board meeting.*

Coversheet

Griffin School District Resolution 26-27-01

Section: IV. NEW BUSINESS
Item: C. Griffin School District Resolution 26-27-01
Purpose: Vote
Submitted by:
Related Material: BMO Resolution 26-27-01.docx.pdf

GRIFFIN SCHOOL DISTRICT #324

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

GRIFFIN SCHOOL DISTRICT NO. 324

RESOLUTION NO. 26-27-01

Authorization of Procurement Card Program

WHEREAS, Griffin School District No. 324 seeks to improve the efficiency, security, and accountability of its purchasing and accounts payable processes; and

WHEREAS, the Washington Association of School Business Officials (WASBO) provides access to a procurement card program administered through Bank of Montreal (BMO); and

WHEREAS, the use of procurement cards can reduce the administrative costs associated with traditional purchasing methods, provide additional purchasing controls and reporting capabilities, and provide the District an opportunity to receive rebates based upon eligible purchasing activity; and

WHEREAS, all procurement card purchases will remain subject to applicable laws, District policies and procedures, budget authority, purchasing requirements, and established internal controls;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Griffin School District No. 324 that:

1. The District is authorized to participate in the procurement card program offered through WASBO and Bank of Montreal.

2. The Superintendent and/or Business Manager are authorized to execute the agreements and other documents necessary to establish and administer the procurement card program on behalf of the District.

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3. The Superintendent or designee is authorized to designate employees eligible to receive procurement cards and to establish appropriate card limits, purchasing restrictions, approval requirements, and other internal controls.

4. Procurement cards shall be used solely for authorized District business and in accordance with District purchasing policies, procedures, and applicable state and federal requirements.

5. The Business Office shall be responsible for the administration and oversight of the procurement card program, including card issuance, transaction review, reconciliation, documentation, and monitoring of compliance with District procedures.

ADOPTED by the Board of Directors of Griffin School District No. 324 at a regular meeting thereof held this 21st day of October, 2026.

Director_____ Director_____

Director_____ Director_____

Director_____ Secretary_____

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

2 BMO Resolution 26-27-01

Coversheet

Griffin School District Resolution 26-27-02

Section: IV. NEW BUSINESS
Item: D. Griffin School District Resolution 26-27-02
Purpose: Vote
Submitted by:
Related Material: Levy Resolution 26-27-02.docx (1).pdf

GRIFFIN SCHOOL DISTRICT #324

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GRIFFIN SCHOOL DISTRICT NO. 324

THURSTON COUNTY, WASHINGTON

RESOLUTION NO. 26-27-02

CERTIFICATION OF 2027 EXCESS PROPERTY TAXES

A RESOLUTION of the Board of Directors of Griffin School District No. 324, Thurston County, Washington, certifying to the County Commissioners of Thurston County, Washington and the Superintendent of Educational Service District 113, the amount of excess property taxes to be levied in calendar year 2026 and collected in calendar year 2027 for the District's General Fund; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF GRIFFIN SCHOOL DISTRICT NO. 324, THURSTON COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Griffin School District No. 324, Thurston County, Washington (the "District") takes note of the following facts and makes the following findings and determinations:

(a) By Resolution No. 26-27-01, the Board adopted a budget for Fiscal Year 2026-27 (the "2026-27 Budget") that included General Fund Educational Programs and Operations Replacement Levy excess property taxes in the amount of $3,900,000 to be collected in calendar year 2027. The Board now certifies the General Fund excess property tax levy for 2027 collection in the amount of $3,900,000.

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Section 2. Certification of General Fund Excess Property Tax Levy; Assessor Authorization. Pursuant to RCW 84.52.020, the Board certifies to the County Commissioners of Thurston County, Washington and the Superintendent of Educational Service District 113, an excess property tax levy in the amount of $3,900,000 to be levied in calendar year 2026 and collected in calendar year 2027 for the District's General Fund. The Assessor of Thurston County, Washington, is authorized and directed, without further Board action, to reduce the General Fund excess property tax levy amount to be extended upon the tax rolls and collected in calendar year 2027 to be consistent with the limitations imposed by RCW 84.52.0531.

Section 3. General Authorization and Ratification. The Secretary to the Board, the Board and other appropriate officers of the Griffin School District are authorized to take all other actions and execute all other documents necessary to effectuate the provisions of this resolution, and all prior actions taken in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 4. Effective Date. This resolution takes effect from and after its adoption.

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ADOPTED by the Board of Directors of Griffin School District No. 324, Thurston County, Washington, at a regular open public meeting thereof, of which due notice was given as required by law, held this 21st day of October 2026, the following Directors being present and voting in favor of the resolution.

Director_____ Director_____

Director_____ Director_____

Director_____ Secretary_____

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

Coversheet

Griffin School District Resolution 26-27-03

Section: IV. NEW BUSINESS
Item: E. Griffin School District Resolution 26-27-03
Purpose: Vote
Submitted by:
Related Material: Social Media Addiction Legal Services Contract Resolution 26-27-03.pdf

GRIFFIN SCHOOL DISTRICT #324

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Resolution 26-27-03
Social Media Addiction Legal Services

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

WHEREAS, the Board of Directors of Griffin School District #324 has received information from the Superintendent concerning the negative impact of social media and video game addiction on Griffin students; and

WHEREAS, social media and video game addiction has negatively impacted Griffin's resources, increasing the need for additional mental health services, contributing to chronic absenteeism and disengagement, increasing behavioral issues and discipline, and contributing to staff burden and burnout;

THEREFORE, BE IT RESOLVED, by the Board of Directors of Griffin School District #324 as follows:
The Board hereby authorizes participation in the Social Media Addiction/Personal Injury Products Liability Litigation (MDL No. 3047) and Video Game Addiction litigation. The Superintendent is authorized to execute a legal services agreement to retain the David Grossman and Associates PLLC law firm and take all other actions necessary to join and participate on behalf of the District in the litigation and related legal proceedings.

ADOPTED this day on the _____of October 2026.

Board Chair: _____

Vice Chair: _____

Director: _____

Director: _____

Director: _____

Secretary to the Board: _____

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

Coversheet

Review of Superintendent & Board Operating Agreements Sections I-IV

Section: V. OLD BUSINESS
Item: A. Review of Superintendent & Board Operating Agreements Sections I-IV
Purpose: Discuss
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:

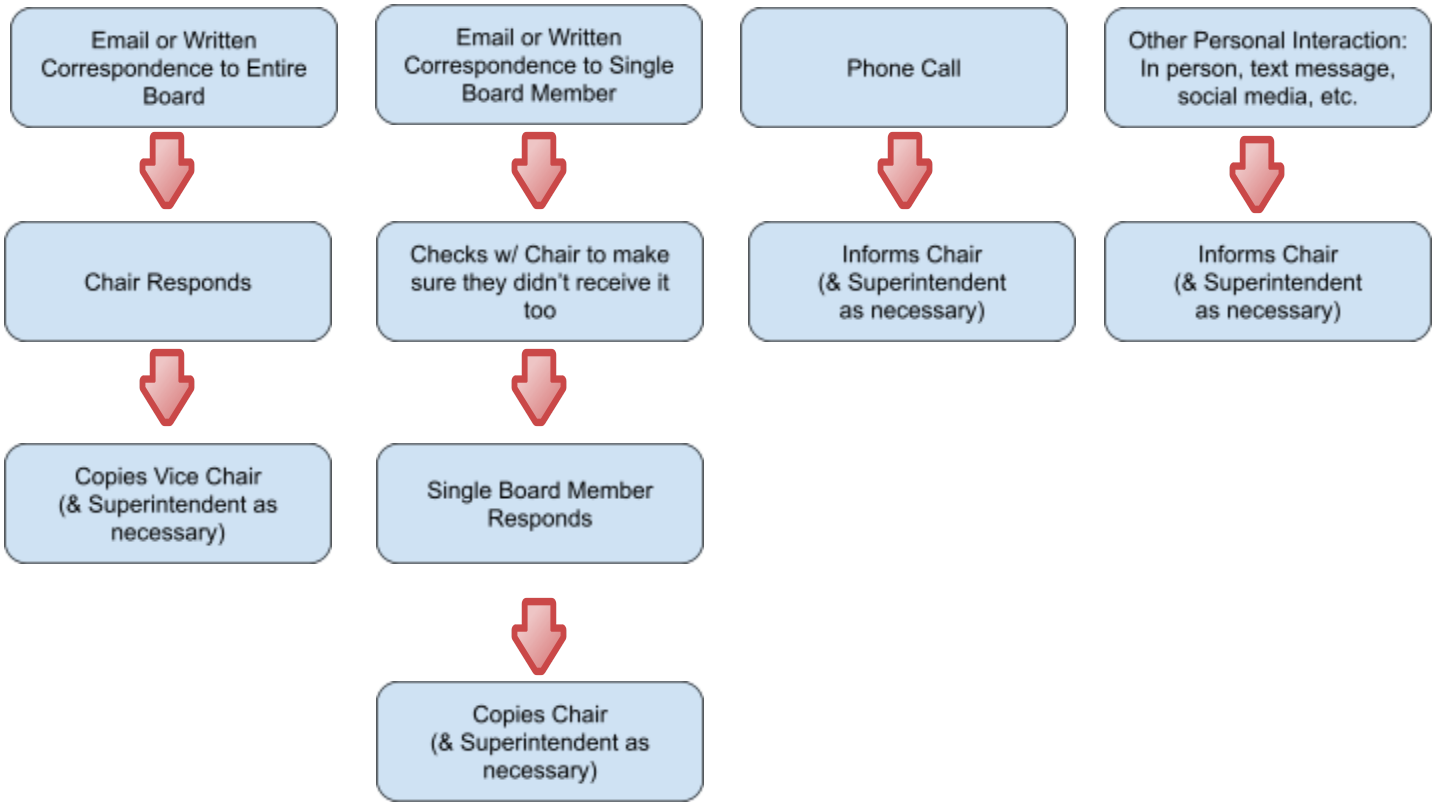
   - Listen to the individual's concern
   - Inquire if the individual has discussed the issue with the person immediately responsible (the teacher, principal, etc).
   - Explain that the district process for resolving concerns and conflicts is to address the concern with the person immediately involved. 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: VII. POLICY UPDATES - CONSENT AGENDA
Item: A. 1630 Evaluation of the Superintendent
Purpose: Vote
Submitted by:
Related Material: 1630 Evaluation of the Superintendent.docx (Griffin 2025).pdf
1630 Evaluation of the Superintendent (WSSDA 2026).docx (1).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: VII. POLICY UPDATES - CONSENT AGENDA
Item: B. 2022 Electronic Resources & Internet Safety
Purpose: Vote
Submitted by:
Related Material: 2022 Electronic Resources and Internet Safety (Griffin 2024) (2).pdf
2022 Electronic Resources and Internet Safety (WSSDA 2026).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: VII. POLICY UPDATES - CONSENT AGENDA
Item: C. 2125 Sexual Health Education
Purpose: Vote
Submitted by:
Related Material: 2125 Sexual Health Education (Griffin 2018) (1).pdf
2125-Sexual Health Education (WSSDA 2021).pdf

Griffin Policy: 2125
Section: 2000 - Instruction

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: VII. POLICY UPDATES - CONSENT AGENDA
Item: D. 2150 Co-Curricular Program
Purpose: Vote
Submitted by:
Related Material: 2150 Co-Curricular Program (Griffin 2000) (1).pdf
2150 Co-Curricular Program (WSSDA 2014).docx (1).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: VII. POLICY UPDATES - CONSENT AGENDA
Item: E. 2161 Special Education and Related Services for Eligible Students
Purpose: Vote
Submitted by:
Related Material:
2161 Special Education and Related Services for Eligible Students (No Date) (1).pdf
2161 Special Education and Related Services for Eligible Students (WSSDA 2026).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: VII. POLICY UPDATES - CONSENT AGENDA
Item: F. 2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Purpose: Vote
Submitted by:
Related Material:
2162 Education of Students with Disabilities under section 504 (Griffin 2000) (1).pdf
2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 (WSSDA 2016).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:	VII. POLICY UPDATES - CONSENT AGENDA
Item:	G. 2230 Transition to Kindergarten Program
Purpose:	Vote
Submitted by:	
Related Material:	2230 Transition to Kindergarten Program (Griffin 2025) (1).pdf 2230 Transition to Kindergarten Program (WSSDA 2026).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.

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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: VIII. POLICY REVIEW - CONSENT AGENDA
Item: A. 2145 Suicide Prevention
Purpose: Vote
Submitted by:
Related Material: 2145 Suicide Prevention (Griffin_WSSDA 2016).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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Coversheet

Business Manager's Report

Section: X. DISTRICT REPORTS
Item: B. Business Manager's Report
Purpose: FYI
Submitted by:
Related Material: September Financial Report.pptx.pdf
Budget Status (SEPT. 2026).pdf

Griffin School District #324

Monthly Financial Report

Budget Status September 2026

October 2026 School Board Meeting
Prepared by Kyler Mower

$688,435
General Fund Ending Fund Balance
September Budget Status

6.73%
Revenue Received
General Fund

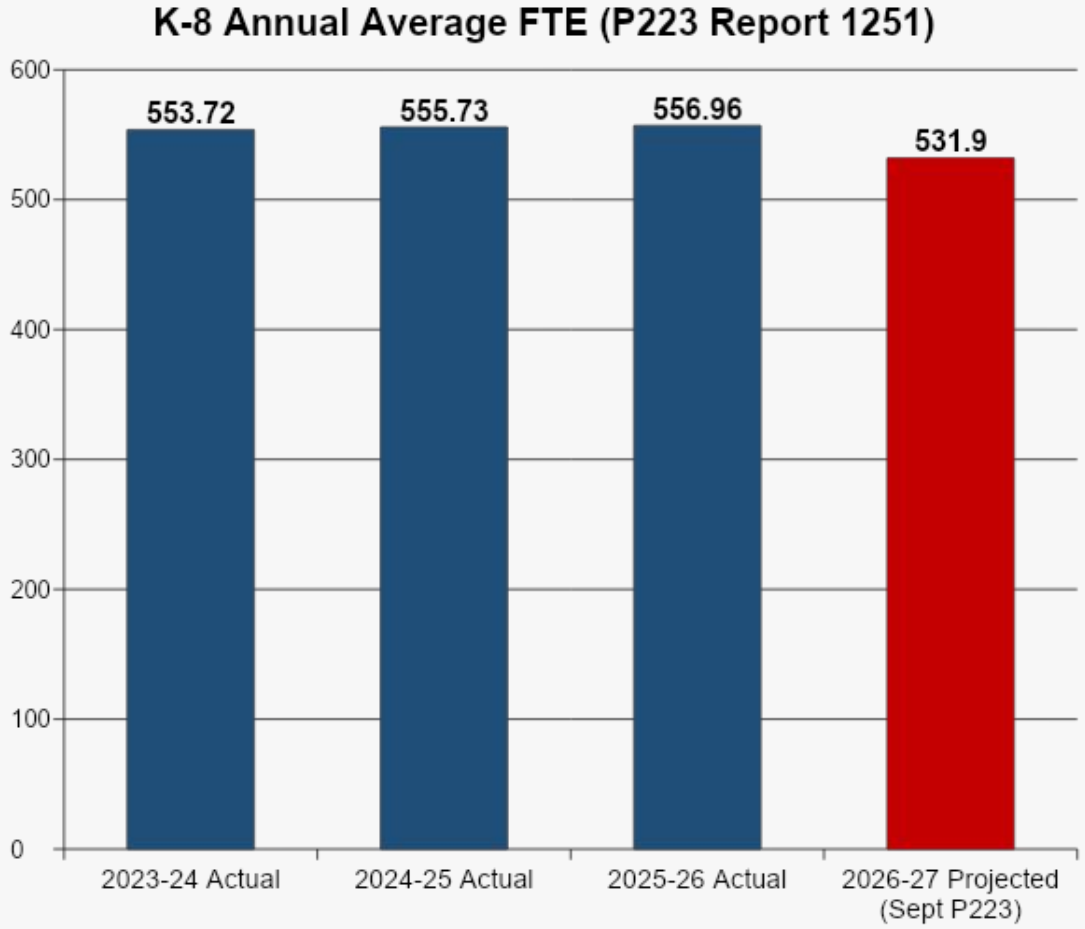
80.96%
Expended + Encumbered
General Fund

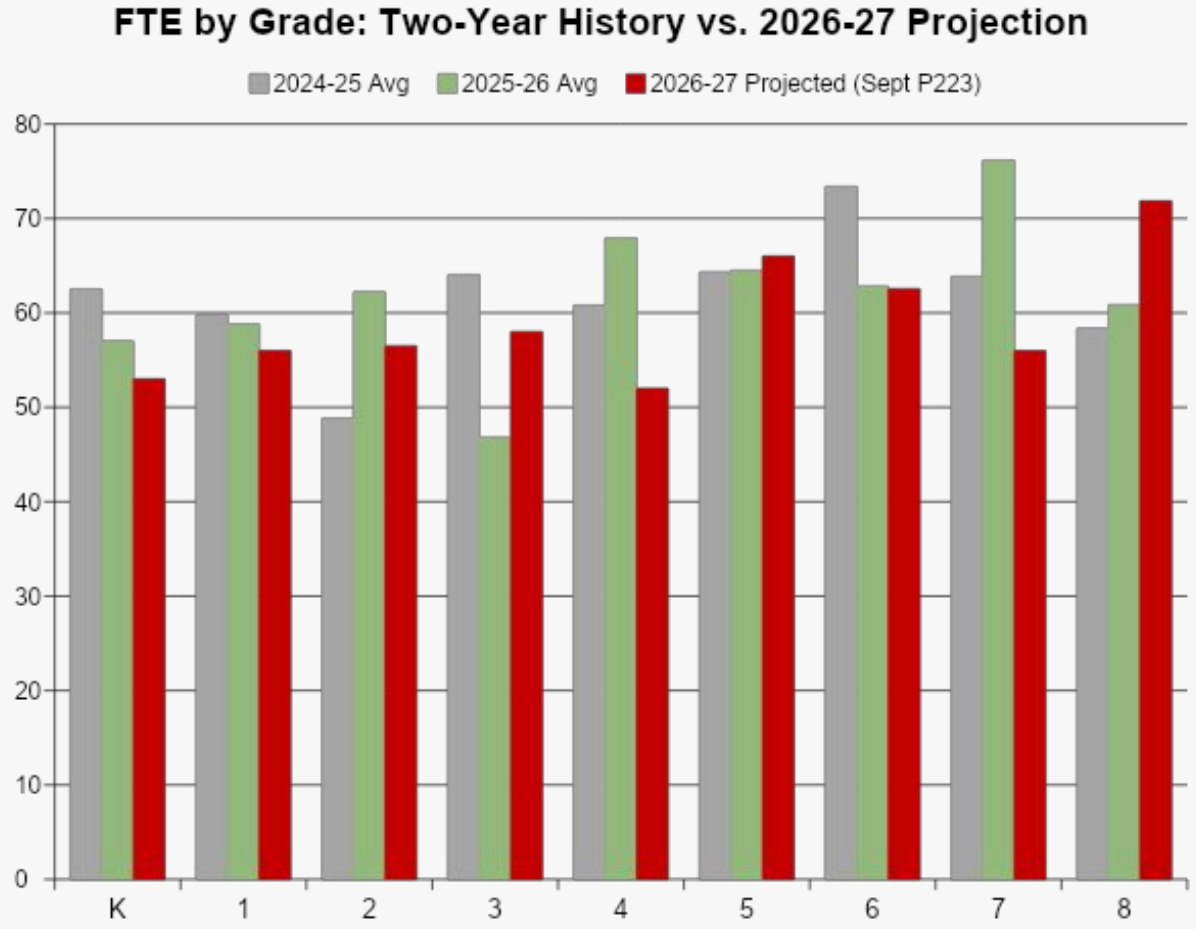
$670,654
Budgeted Ending Balance
Revised budget

Monthly flow: enrollment context, revenues, expenditures, and notables.

ENROLLMENT

K-8 FTE: 2026-27 projection (September P223) vs. budget and the prior three years.





531.90
K-8 FTE (Sept 2026 P223)

560.14
K-8 FTE (Sept 2025)

556.96
2025-26 Annual Avg FTE

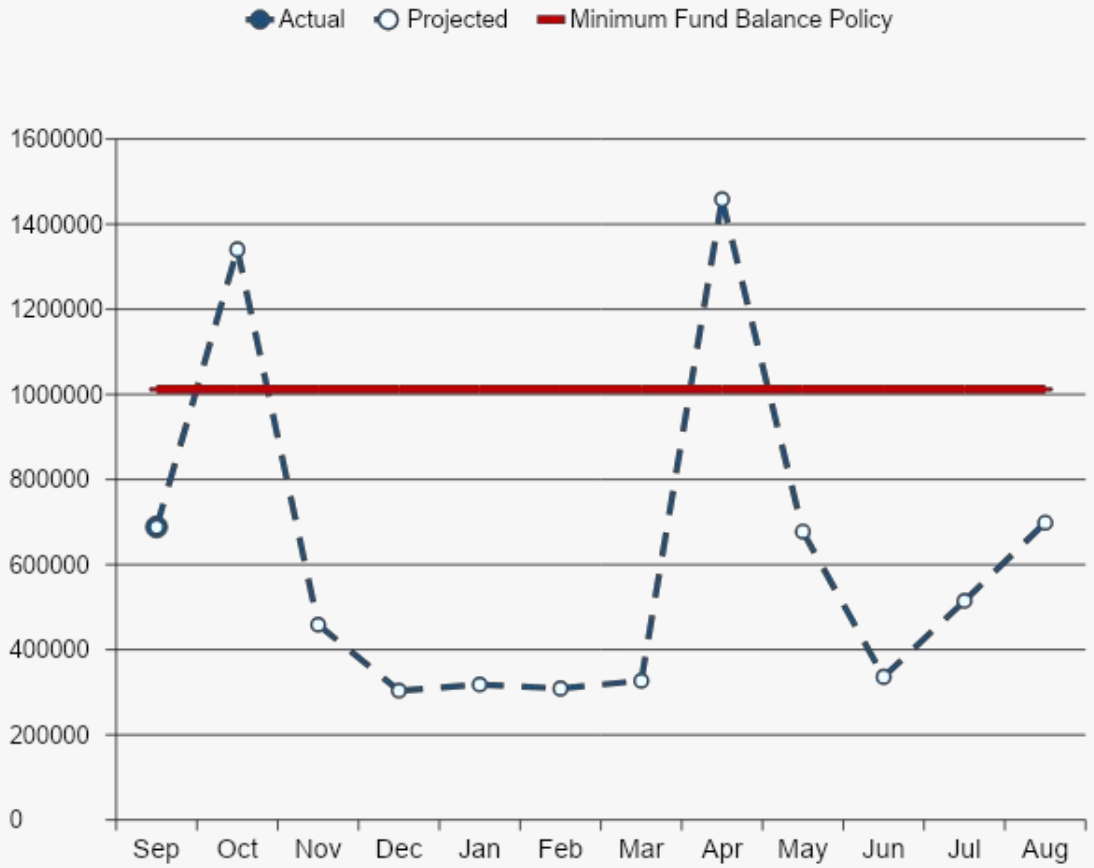
504.00
2026-27 Budgeted FTE

+27.90
FTE Above Budget (+5.5%)

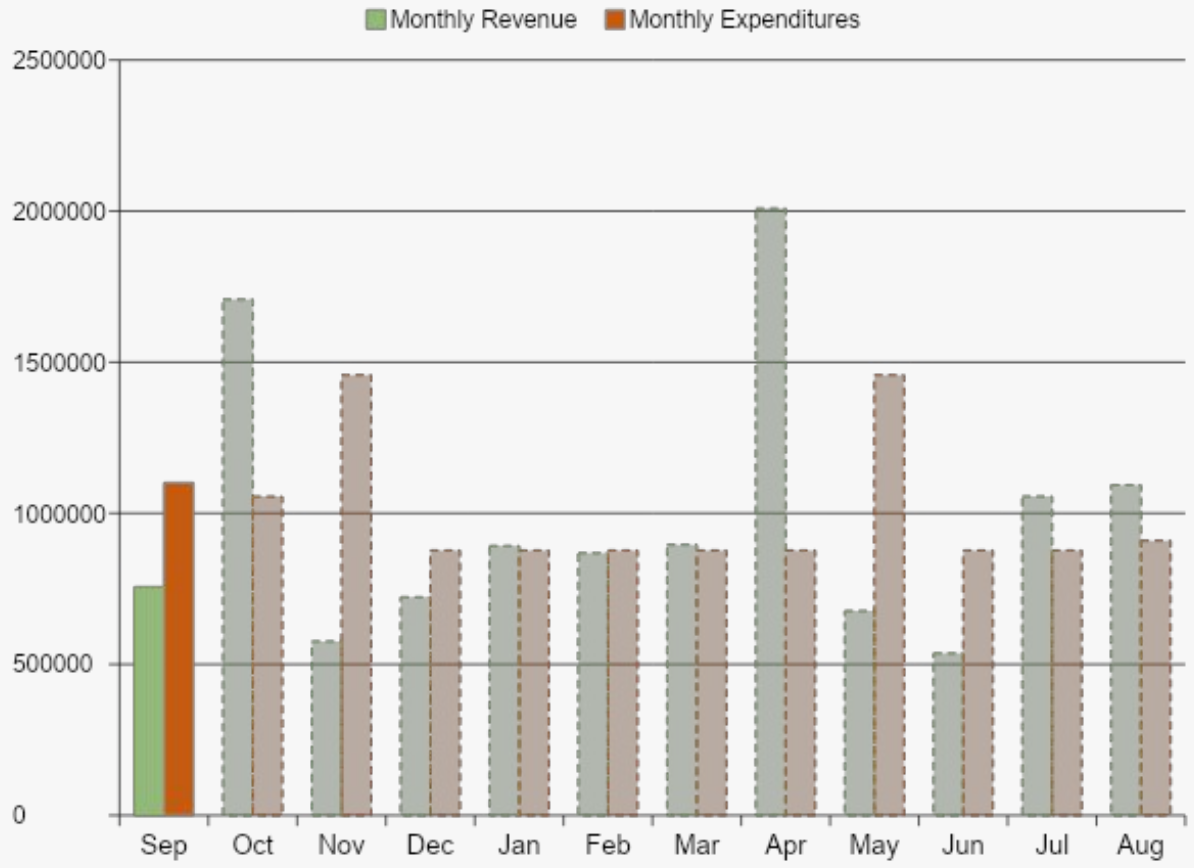
GENERAL FUND MONTHLY TRENDS

Ending fund balance vs. minimum policy, and monthly revenues vs. expenditures.

Ending Fund Balance: Actual vs. Projected



Revenues and Expenditures (Light = Projected)



$1,033,335
Beginning Fund Balance

$1,011,792
Minimum Fund Balance Policy

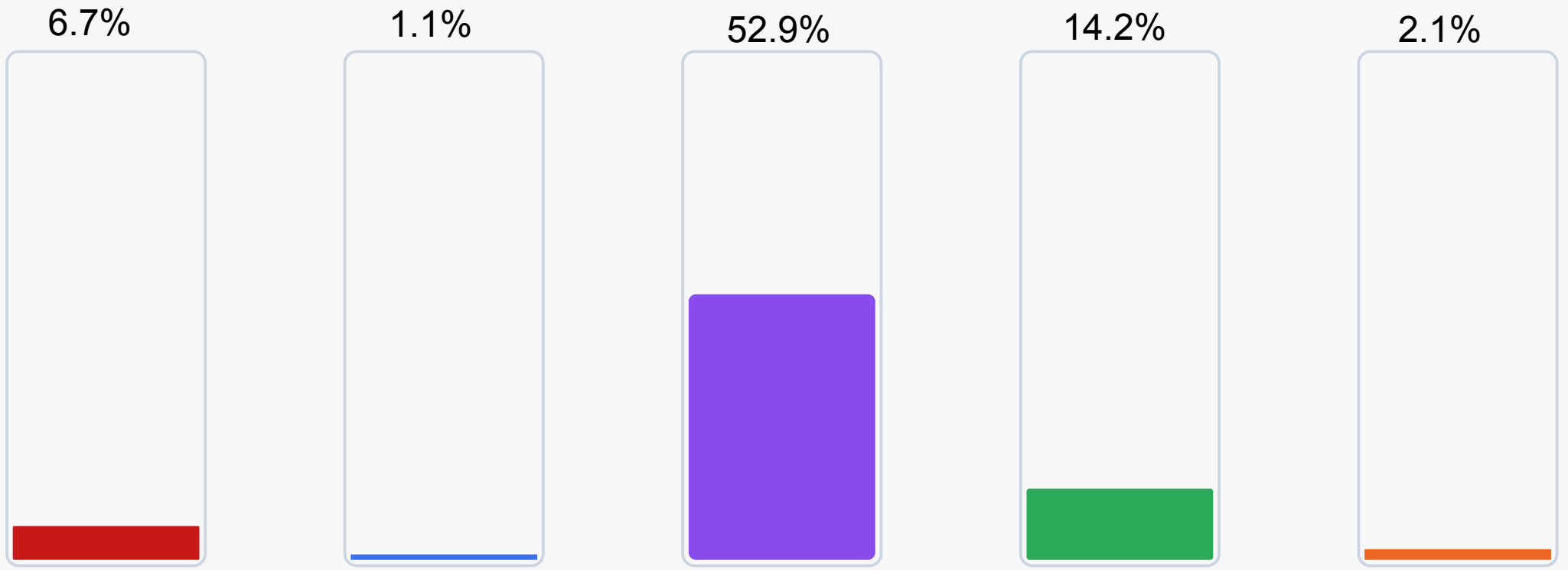
$688,435
Sept Ending (Actual)

$303,741
Projected Low (December)

$698,607
Projected Year-End

REVENUES

Fillable bars show year-to-date revenue received as a percent of revised budget.



General Fund

Received $755,866

Budget $11,233,177

Capital Projects Fund

Received $14,657

Budget $1,354,702

Debt Service

Received $2,379

Budget $4,500

Associated Student Body

Received $2,023

Budget $14,270

Transportation Vehicle Fund

Received $4,690

Budget $220,908

General Fund revenue is 6.73% of budget after the first month. September includes the first apportionment payment (9%) and early property tax collections; most local taxes arrive in October and April.

Debt Service is at 52.87% and ASB at 14.17% from interest and early student body and club revenue. Capital Projects and Transportation Vehicle revenue will post with fall taxes and state depreciation.

EXPENDITURES BY PROGRAM — GENERAL FUND

General Fund through September 2026 — expenditures plus encumbrances compared to revised budget.

$11,825,280	$1,100,766	$8,472,984	80.96%
Revised Budget	YTD Expenditures	Encumbrances	Budget Used

Program	Budget / Used	Fillable Progress		Remaining
00 Regular Instruction	$6,932,651 / $5,753,414		83.0%	$1,179,237
20 Special Ed Instruction	$1,574,473 / $795,153		50.5%	$779,320
50+60 Compensatory Ed	$238,218 / $210,394		88.3%	$27,824
70 Other Instructional Pgms	$43,510 / $37,742		86.7%	$5,768
80 Community Services	$1,250 / $0		0.0%	$1,250
90 Support Services	$3,035,178 / $2,777,047		91.5%	$258,131

Total General Fund expenditures plus encumbrances are at 80.96% of revised budget.

Full-year salary and benefit contracts were encumbered in September.

NOTABLES

Items to monitor in the first quarter of the 2026-27 fiscal year.

General Fund

- Revenue: 6.73% of budget; expenditures + encumbrances: 80.96%
- September ending fund balance: $688,435; minimum policy $1,011,792
- Projected year-end: $698,607 (5.8% of expenditures); low point $303,741 in December
- Projected spending $12.12M exceeds the $11.83M appropriation - budget extension needed (non-high)
- September P223 enrollment: 531.90 FTE - 27.90 above budget, 28.24 below September 2025

Capital Projects

- Revenue: 1.08% of budget (interest only)
- Expenditures + encumbrances: 38.13% - Sites at 128.92% of its $450,000 budget
- Ending fund balance: $3,597,559

ASB / Debt Service

- ASB revenue: 14.17%; expenditures: 3.71%
- Debt Service revenue: 52.87% (interest); expenditures: 0.00%
- No notable debt service items at this time

Transportation Vehicle

- Revenue: 2.12% of budget - state depreciation posts later in the year
- Expenditures: 0.00% of $900,000 budget
- Bus purchase planned for Quarter 1, 2027

Other items: the fund balance projection now runs on September actuals; apportionment reflects OSPI F-203 estimate at 532.50 FTE, effective with the January revision.

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	3,124,753	50,597.68	50,597.68		3,074,155.32	1.62
2000 LOCAL SUPPORT NONTAX	232,400	21,361.77	21,361.77		211,038.23	9.19
3000 STATE - GENERAL PURPOSE	5,221,183	469,847.43	469,847.43		4,751,335.57	9.00
4000 STATE - SPECIAL PURPOSE	2,230,765	193,313.93	193,313.93		2,037,451.07	8.67
5000 FEDERAL - GENERAL PURPOSE	0	0.00	0.00		0.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	324,076	20,745.26	20,745.26		303,330.74	6.40
7000 REVENUES FR OTH SCH DIST	0	0.00	0.00		0.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	0.00	0.00		0.00	0.00
9000 OTHER FINANCING SOURCES	100,000	0.00	0.00		100,000.00	0.00
Total	**11,233,177**	**755,866.07**	**755,866.07**		**10,477,310.93**	**6.73**

B. EXPENDITURES						
00 Regular Instruction	6,932,651	562,483.34	562,483.34	5,190,930.68	1,179,236.98	82.99
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	1,574,473	81,074.19	81,074.19	714,078.44	779,320.37	50.50
30 Voc. Ed Instruction	0	0.00	0.00	0.00	0.00	0.00
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	238,218	16,466.24	16,466.24	193,928.04	27,823.72	88.32
70 Other Instructional Pgms	43,510	2,855.70	2,855.70	34,885.94	5,768.36	86.74
80 Community Services	1,250	0.00	0.00	0.00	1,250.00	0.00
90 Support Services	3,035,178	437,886.23	437,886.23	2,339,160.40	258,131.37	91.50
Total	**11,825,280**	**1,100,765.70**	**1,100,765.70**	**8,472,983.50**	**2,251,530.80**	**80.96**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(592,103)**	**(344,899.63)**	**(344,899.63)**		**247,203.37**	**(41.75)**
H. TOTAL BEGINNING FUND BALANCE	**1,262,757**		**1,033,335.03**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**670,654**		**688,435.40**			

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

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

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

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		150.00			
G/L 815 Restric Unequalized Deduct Rev	0		1,335.47			
G/L 821 Restrictd for Carryover	0		12,268.43			
G/L 823 Restricted for Carryover of Transition to Kindergarten	0		7,789.09			
G/L 825 Restricted for Skills Center	0		0.00			
G/L 828 Restricted for C/O of FS Rev	0		0.00			
G/L 830 Restricted for Debt Service	0		0.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 845 Restricted for Self-Insurance	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 872 Committd to Econmc Stabilizatn	0		0.00			
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0		0.00			
G/L 875 Assigned Contingencies	0		0.00			
G/L 884 Assigned to Other Cap Projects	0		0.00			
G/L 888 Assigned to Other Purposes	150		0.00			
G/L 890 Unassigned Fund Balance	(364,275)		(344,899.63)			
G/L 891 Unassigned Min Fnd Bal Policy	1,034,779		1,011,792.04			
Total	**670,654**		**688,435.40**			

Differences **0** **0.00**

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	1,323,102	0.00	0.00		1,323,102.00	0.00
2000 Local Support Nontax	31,600	14,657.07	14,657.07		16,942.93	46.38
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**1,354,702**	**14,657.07**	**14,657.07**		**1,340,044.93**	**1.08**
B. EXPENDITURES						
10 Sites	450,000	580,140.00	580,140.00	0.00	(130,140.00)	128.92
20 Buildings	1,219,500	253,330.48	253,330.48	279,480.48	686,689.04	43.69
30 Equipment	330,500	18,016.08	18,016.08	12,931.56	299,552.36	9.36
40 Energy	1,000,000	0.00	0.00	0.00	1,000,000.00	0.00
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**3,000,000**	**851,486.56**	**851,486.56**	**292,412.04**	**1,856,101.40**	**38.13**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**100,000**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(1,745,298)**	**(836,829.49)**	**(836,829.49)**		**908,468.51**	**(52.05)**
H. TOTAL BEGINNING FUND BALANCE	**4,630,383**		**4,434,388.34**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**2,885,085**		**3,597,558.85**			

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

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

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

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		0.00			
G/L 825 Restricted for Skills Center	0		0.00			
G/L 830 Restricted for Debt Service	0		0.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 861 Restricted from Bond Proceeds	0		0.00			
G/L 862 Committed from Levy Proceeds	2,476,337		3,100,156.69			
G/L 863 Restricted from State Proceeds	181,561		655,861.10			
G/L 864 Restricted from Fed Proceeds	0		0.00			
G/L 865 Restricted from Other Proceeds	0		0.00			
G/L 866 Restrictd from Impact Proceeds	0		0.00			
G/L 867 Restricted from Mitigation Fees	6,052		90,537.06			
G/L 868 Restricted from CTE Carryover Resources	0		0.00			
G/L 869 Restricted fr Undistr Proceeds	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	221,135		(248,996.00)			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**2,885,085**		**3,597,558.85**			

Differences **0** **0.00**

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

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

Reporting Month: September | **Budget Type:** Revised | **Fund Description:** Debt Service Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	4,500	2,378.99	2,378.99		2,121.01	52.87
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**4,500**	**2,378.99**	**2,378.99**		**2,121.01**	**52.87**
B. EXPENDITURES						
Matured Bond Expenditures	0	0.00	0.00	0.00	0.00	0.00
Interest On Bonds	0	0.00	0.00	0.00	0.00	0.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	0	0.00	0.00	0.00	0.00	0.00
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**0**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**4,500**	**2,378.99**	**2,378.99**		**(2,121.01)**	**(47.13)**
H. TOTAL BEGINNING FUND BALANCE	**641,146**		**678,975.06**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**645,646**		**681,354.05**			
K. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	645,646		180,341.41			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		501,012.64			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**645,646**		**681,354.05**			

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

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

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

Differences	**0**	**0.00**

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

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

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

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	8,650	1,292.69	1,292.69		7,357.31	14.94
2000 Athletics	0	0.00	0.00		0.00	0.00
3000 Classes	100	0.00	0.00		100.00	0.00
4000 Clubs	5,520	730.00	730.00		4,790.00	13.22
6000 Private Moneys	0	0.00	0.00		0.00	0.00
Total	**14,270**	**2,022.69**	**2,022.69**		**12,247.31**	**14.17**
B. EXPENDITURES						
1000 General Student Body	6,500	0.00	0.00	0.00	6,500.00	0.00
2000 Athletics	8,000	731.03	731.03	0.00	7,268.97	9.14
3000 Classes	500	0.00	0.00	0.00	500.00	0.00
4000 Clubs	2,700	0.00	0.00	0.00	2,700.00	0.00
6000 Private Moneys	2,000	0.00	0.00	0.00	2,000.00	0.00
Total	**19,700**	**731.03**	**731.03**	**0.00**	**18,968.97**	**3.71**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(5,430)**	**1,291.66**	**1,291.66**		**6,721.66**	**(123.79)**
D. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
E. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. NET CHANGE IN FUND BALANCE (C+D-E)	**(5,430)**	**1,291.66**	**1,291.66**		**6,721.66**	**(123.79)**
G. TOTAL BEGINNING FUND BALANCE	**56,276**		**49,644.10**			
H. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
I. TOTAL ENDING FUND BALANCE (F + G ± H)	**50,846**		**50,935.76**			
J. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	50		50.00			
G/L 819 Restricted for Fund Purposes	50,796		50,885.76			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**50,846**		**50,935.76**			

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance
Account Codes: Agency
Fund Code: 40
Reporting Month: September
Budget Type: Revised
Fund Description: Associated Student Body Fund

Differences	**0**	**0.00**

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	31,788	4,690.43	4,690.43		27,097.57	14.76
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	189,120	0.00	0.00		189,120.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**220,908**	**4,690.43**	**4,690.43**		**216,217.57**	**2.12**
B. EXPENDITURES						
Type 30 Equipment	900,000	0.00	0.00	0.00	900,000.00	0.00
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**900,000**	**0.00**	**0.00**	**0.00**	**900,000.00**	**0.00**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(679,092)**	**4,690.43**	**4,690.43**		**683,782.43**	**(100.69)**
H. TOTAL BEGINNING FUND BALANCE	**695,299**		**1,442,166.72**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**16,207**		**1,446,857.15**			

Budget Status Report

2026-2027 **GRIFFIN SCHOOL DISTRICT**

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

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

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		0.00			
G/L 819 Restricted for Fund Purposes	16,207		1,446,857.15			
G/L 830 Restricted for Debt Service	0		0.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**16,207**		**1,446,857.15**			

Differences **0** **0.00**