

Lind-Ritzville Cooperative Schools
Regular Board Meeting – November 25, 2024 - 6:30 PM - LRMS Collaboration Room
Board Study Session 6:00 PM - LRMS Collaboration Room

LIND

Flag Salute

1. Call to Order and Verification
2. Approval October 28, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$109,165.28
 - b. Transportation Cooperative Accounts Payable - \$88,079.82
 - c. Associated Student Body Fund Accounts Payable - \$486.09
 - d. Capital Projects Accounts Payable - \$65,898.58
 - e. Payroll for November 29, 2024 - \$365,517.43
 - f. Non-substantial update to School Board Policies 5011 *Sex Discrimination and Sex-Based Harassment of District Staff Prohibited* and 5012 *Parental, Family, or Marital Status, and Pregnancy of Related Conditions of Staff*
 - g. Accept Recommendation for HS Girls Basketball Assistant Coach - James Saetre
 - h. Accept Recommendation for HS Boys Basketball Assistant Coach - Trevor Jantz
 - i. Accept Recommendation for MS Boys Basketball Assistant Coach - Kevin Proszek

RITZVILLE

1. Call to Order and Verification
2. Approval October 28, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$228,200.86
 - b. Transportation Cooperative Accounts Payable - \$88,079.82
 - c. Associated Student Body Fund Accounts Payable - \$21,021.81
 - d. Payroll for November 29, 2024 - \$450,518.99
 - e. Non-substantive revisions and changes to School Board Policies 5011 *Sex Discrimination and Sex-Based Harassment of District Staff Prohibited* and 5012 *Parental, Family, or Marital Status, and Pregnancy of Related Conditions of Staff*
 - f. Accept Recommendation for HS Girls Basketball Assistant Coach - James Saetre
 - g. Accept Recommendation for HS Boys Basketball Assistant Coach - Trevor Jantz
 - h. Accept Recommendation for MS Boys Basketball Assistant Coach - Kevin Proszek

JOINT ITEMS

5. Legislative Update
6. Reports to the Board
 - a. Students & School Program
 - i. Student Representative's Report

- ii. Principals' Report
 - a. Cooperative Spotlight - Camp Wooten
 - b. School Improvement Plans
 - c. 4-day School Week Committee
- 7. Superintendent's Report
 - a. Cooperative Report - Food Services
- 8. Public Comment
- 9. Policy Review & Emerging Issues
 - i. ***Second Reading and Approval*** - 6690 Contracting for Transportation Services
 - ii. ***Second Reading and Approval*** - 6220 Bid or Request for Proposal Requirements
 - iii. ***Second Reading and Approval*** - 6550 Capitalization Threshold for Leases and Subscription-Based Information Technology Arrangements (SBITAs)
 - iv. ***Approval of the Annual Report***
- 10. Finance
- 11. Other Reports
- 12. Board Director Reports - WSSDA Conference
- 13. Executive Session per RCW 42.30.110- with no action to follow
- 14. Adjournment

Items for next meeting:

RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
October 28, 2024

The meeting of the Board of Directors of Ritzville School District #160-67 and Lind School District #158 was held in the Lind-Ritzville High School Collaboration Room on October 28, 2024. The following members were in attendance:

Ritzville School Board Members:	Erin Repp	Tia Kubik
	Scott Carruth	

Lind School Board Members:	Adam Labes	Greg Schmunk
	Jim Weidemann	Kevin Starring

Ritzville Chair Repp led the Pledge of Allegiance.

Ritzville Chair Repp called the Ritzville School Board meeting to order at 6:30 P.M.

Ritzville Director Kubik moved to approve the September 23, 2024 Regular Board Meeting minutes. Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Phillips moved to approve the agenda. Ritzville Director Carruth seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Kubik moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$259,508.72, Transportation Cooperative Accounts Payable - \$72,884.64, Associated Student Body Fund Accounts Payable - \$17,679.16, Payroll for October 31, 2024 - \$442,727.79, Accept Recommendation for MS Assistant Wrestling Coach - Walter Crow , Accept Recommendation for HS Golf Coach - Bryce Court. Ritzville Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Weidemann called the Lind School Board meeting to order at 6:31 P.M. Director Schmunk and Chair Labes were excused.

Lind Director Williamson moved to approve the September 23, 2024 Regular Board Meeting minutes. Director Starring seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Starring moved to approve the agenda. Lind Director Williamson seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Williamson moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$ 112,542.03, Transportation Cooperative Accounts Payable - \$72,884.64, Associated Student Body Fund Accounts Payable - \$726.58, Payroll for October 31, 2024 -

\$354,616.98, Accept Recommendation Migrant Recruiter/Records Clerk - Yesenia Herrera, Accept Recommendation for MS Assistant Wrestling Coach - Walter Crow, Accept Recommendation for HS Golf Coach - Bryce Court. Lind Director Starring seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Joint Items

Legislative Update

Superintendent Vanderholm updated the boards on Legislative news, sharing that upcoming Legislative session will be starting soon. Funding for MSOC, special education and transportation will be addressed by every educational organization. He also shared that the Legislature did not anticipate the number of students that enrolled in Transitional Kindergarten and because of that it is grossly underfunded. The Legislature will address this early in the session before funding runs out in February.

Reports to the Board

Students & School Programs

Student Representative Report

Lind-Ritzville High School Student Representative, Cicely Herrera, shared an update on events happening at LRHS, including Homecoming activities, FBLA Fall Leadership Conference, National FFA results and parent and student conferences. She gave a staff shout-out to Mr. Williams, Ms. Sanderson, Mr. Greenwalk and Ms. Koch for their time and effort they put into the activities at LRHS.

Principals' Report

LRHS Teacher, Thomas Pulliam, along with LRHS student, John Stromberger, spoke about his experiences during Phase 2 of the Washington Aeronautics Scholars Program. Phase 2 was at the Museum of Flight in Seattle and his team was responsible for making tools, suits and habitats in order to be able to work on Mars. Phase 2 provides students the opportunity to work with STEM professionals, NASA scientists, university students, and STEM educators.

LRMS Principal Don Walker gave an update on the interest in a four day school week for our district. He sent a survey to staff to determine if staff would be in favor of exploring what a four day school week would look like in our district. Of the sixty three staff members that completed the survey, 87.3% were in favor of creating a committee to further explore and 12% were against it. He will move forward with committee to continue exploring options and will update the Boards at the November meeting. If the board and communities would like to move forward with a four day week, the district would need to apply for one of the thirty waivers available no later than February.

Principal reports from RGS Principal Tanner LaTour, LES Principal Sarah Dinkins, LRMS Principal Don Walker and LRHS Principal Kevin Terris were distributed to the Board of Directors in the board packets this month.

Superintendent's Report

Superintendent Vanderholm shared some great grant news, the district is now on the list for the Small Schools Modernization program and as long as our plans get approved the district would receive the funding. Worked with an architect firm to do a needs assessment for LES, RGS and LRMS and will continue to work with architects and submit the plan. LRMS was awarded \$27,500 for the computer science education program and a \$5000 from Google for Robotics supplies.

Other items discussed were, LES ADA concrete work is almost completed and will install interior doors over Christmas break. Superintendent Vanderholm also gave an update on enrollment, Lind is up twenty-two students from budget and Ritzville is up thirty students from budget. He also reported that there are twenty-four students enrolled in the LR Academy and six in LR Connects.

Superintendent Vanderholm reported on the districts Crisis Communication and the timeline from the school-wide threat that occurred in October. This was a detailed report from start to finish of the safety threat situation. He noted that he will be working on a communication protocol to keep process running smoothly. Jason McPherson, Threat Assessment Coordinator from NorthEast Washington ESD 101 and Brittany Roetcisoender, Director of Safety Center, joined the meeting by Zoom, and talked about his role in the threat assessment process and why it is important to follow the process.

Public Comment - There was no public comment.

Policy Review & Emerging Issues

After the second reading, Ritzville Director Carruth moved for Approval of Policy 3432 Emergencies. Ritzville Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Lind Director Starring moved for Approval of Policy 3432 Emergencies. Lind Director Williamson seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Ritzville Director Kubik moved for Approval of Policy 3246 Restraint, Isolation, And Other Uses of Reasonable Force. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Lind Director Williamson moved for Approval of Policy 3246 Restraint, Isolation, And Other Uses of Reasonable Force. Lind Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved to Approve Resolution 2024-25 01 Minimum 180-Day School Year Waiver. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Williamson moved to Approve Resolution 24-25 01 Minimum 180-Day School Year Waiver. Lind Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

There was a first reading of 6690 Contracting for Transportation Services.

There was a first reading of 6220 Bid or Request for Proposal Requirements.

There was a first reading of 6550 Capitalization Threshold for Leases and Subscription-Based Information Technology Arrangements (SBITAs).

Superintendent Vanderholm explained what MBLC Fellows Program is and what his role would be and that there would be no added expense for the district that this program is paid for through a grant. Such an opportunity is referenced in the superintendent contract and so Mr. Vanderholm wanted to inform the board and request their approval.

Ritzville Director Phillips moved to Approve MBLC Fellows Program- Written consent for the Superintendent to undertake other professional duties. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Starring moved to Approve MBLC Fellows Program- Written consent for the Superintendent to undertake other professional duties. Director Starring wanted it to be noted that there should be no added expense to the district. Lind Director Williamson seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Financial Reports - No additional information to report, monthly financial reports were provided to the board.

Other Reports - There was nothing to report.

Board Member Reports - There was nothing to report.

A ten minute recess was taken. At 8:08 PM, an Executive Session (per - RCW 42.30.110) was called, for approximately 40 minutes with no action to follow.

The Lind and Ritzville School Board meeting was adjourned at 8:50 PM.

Chairman/Date

Chairman/Date

Secretary to the Board

Sex Discrimination and Sex-Based Harassment of District Staff Prohibited

This district is committed to a positive and productive working environment free from discrimination, including sex-based discrimination and harassment. This commitment extends to all employees, applicants for employment, and others involved in academic, educational, extracurricular, athletic, and other programs or activities of the district, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

This policy is developed to meet the district's obligations under Title IX and is aligned with Washington State laws and regulations that define sex-based discrimination. The district will not adopt or implement any policy, practice, or procedure or take any employment action on the basis of sex, except to meet its obligations related to pregnancy and pregnancy-related conditions.

The district will not make any pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs." Pre-employment, the district may ask an applicant for employment to self-identify their sex, but only if this question is asked of all applicants and if the response is not used as a basis for discrimination prohibited by Title IX or this policy.

Consistent with the Title IX regulation, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

- (1) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- (2) that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions. The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

Definitions

"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term "sexual harassment" includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- "Quid pro quo harassment,"
- "Hostile environment harassment," and
- Specific offenses of sexual assault, dating violence, domestic violence, or stalking

The term "sexual harassment" is also prohibited under state law as defined at W.A.C. 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- a. Submission to that conduct or communication is condition of obtaining employment;
- b. a factor in decisions affecting that individual's employment; or

Commented [DV1]: The 2024 Regulation directly incorporates relevant statutory language and updates the statutory references to the definition of "sexbased harassment."⁶ In addition to "quid pro quo harassment," the regulation explicitly covers "hostile environment harassment," which is now defined as "unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive, and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity." Although the 2024 Regulation did not make any substantive changes to the content of the definitions of sexual assault, dating violence, domestic violence, and stalking from the 2020 Regulation, it incorporated them directly into the regulations rather than using cross-references to other acts.

- c. the conduct or communication has the purpose or effect of substantially interfering with an individual's employment or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law as defined at RCW 49.60.040 and WAC 162.32-040.

For the purpose of these definitions, sexual harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, and to create an inclusive and welcoming work environment, including [WSSDA Model Policies or modified for your district equivalent] Policy 5210 (Prohibiting Discrimination of Staff), Policy 5012 (Parental, family, or marital status; pregnancy or related conditions), and 5404 (Family Medical and Maternity Leave).

Investigation and Response

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination, including sex-based harassment, and will include reasonable and prompt timelines and delineate roles and responsibilities for such.

If the district knows, or reasonably should know, that sex-based discrimination has occurred, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sex-based harassment, eliminate the hostile environment, prevent its occurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority every time a report, complaint, and grievance alleging sex-based harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Engaging in sex-based discrimination will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in district activities. Anyone else who engages in sex-based discrimination on district property or district workspaces will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, against any person who makes or is a witness in a sex-based discrimination complaint and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex-based discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex-based discrimination occurred under the Superintendent's procedure.

Staff Responsibilities and Training

The Superintendent will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and school employees.

The Superintendent will also develop materials to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sex-based harassment.

District Notice

At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.

This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and posted throughout each school building, provided to each employee, and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district's Title IX coordinator and provide contact information, including the coordinator's email address.

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

Policy Review

The Superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The Superintendent is encouraged to involve staff, volunteers, and parents in the review process.

Cross References:

3210 - Nondiscrimination
3211 - Gender-Inclusive Schools
3421 - Child Abuse and Neglect
5010 - Nondiscrimination and Affirmative Action
5012 - Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff

Legal References:

20 U.S.C. 1681-1688
WAC 392-190-058 Sexual harassment
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination
Scope Sexual harassment policies
2024 Title IX Regulations at 34 C.F.R. 106 et seq
RCW 49.60 Washington Law Against Discrimination
WAC 162-32-040 Harassment

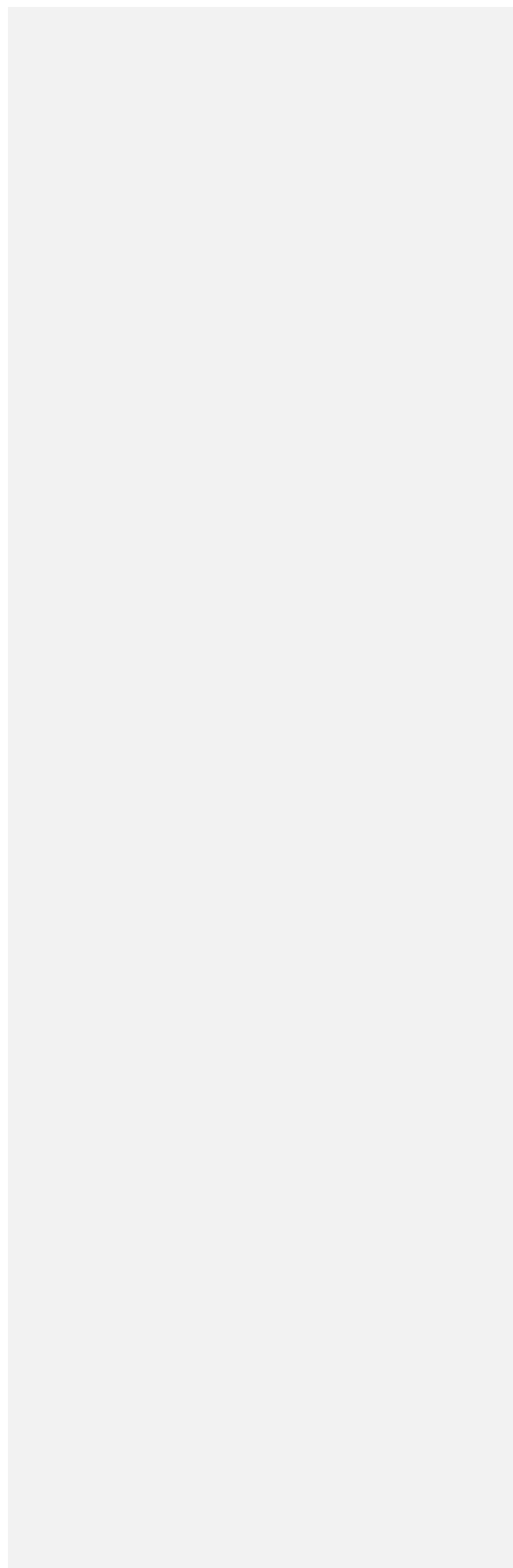
Management Resources:

2015 - July Policy Alert
2014 - December Issue
2010 - October Issue
2022 - June June

Adoption Date:

Classification: **Essential**

Revised Dates: **10.11; 12.14; 07/01/2015; 06/28/2021; 06/29/2022; 07.24**



Procedure - Sex Discrimination and Sex-Based Harassment of Staff Prohibited

The district is committed to a positive and productive working environment free from sex-based discrimination, including sex-based harassment. This commitment extends to all employees, applicants for employment, and other people who are not students involved in academic, educational, extracurricular, athletic, and other programs or activities of the district, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

The district does not discriminate on the basis of sex and prohibits sex discrimination in employment as required by Federal, State, and local laws. Discrimination on the basis of sex includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. The district will not adopt or implement any policy, practice, or procedure or take any employment action that treats individuals differently on the basis of sex.

Sex-based harassment is a form of sex discrimination and is prohibited by the district and will also be investigated under that procedure. "Sex-based harassment" means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression.

The district has jurisdiction over complaints of sex-based discrimination and marital status pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including RCW 49.60.

The district has adopted the definitions in [Procedure 3205P.1](#) for sex-based discrimination, including sex-based harassment, on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, or gender expression.

Examples of sex-based discrimination of employees or applicants for employment include but are not limited to taking any of the following actions on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, pregnancy, or related conditions:

- Refusal to hire or promote
- Firing an employee or forcing them to quit or retire
- Sex-based harassment, such as "quid pro quo harassment" and "hostile environment harassment"
- Other forms of sex-based harassment, such as specific offenses of sexual assault, dating violence, domestic violence, or stalking
- Providing unequal benefits or compensation
- Other materially unequal terms, conditions, or privileges of employment

Retaliation Prohibited

"Retaliation" means intimidation, threats, coercion, or discrimination against any person for the purpose of interfering with any right or privilege secured by Title IX, this district policy and procedure, or because the person reported information, made a complaint, was a witness or provided information, assisted, or participated or refused to participate in any manner in an investigation or appeal under Title IX or the district's procedure. Retaliation is prohibited from the district, a student, or an employee or other person authorized by the district to provide any aid, benefit, or service under the district's education program or activity.

When the district has information about conduct that reasonably may constitute retaliation under Title IX or this policy and procedure, the district is obligated to respond promptly and effectively, inform the Title IX Coordinator, and provide notice of the district's grievance process for addressing complaints of retaliation.

Upon receiving a complaint alleging retaliation, the district must initiate its grievance procedures as described below or, as appropriate, an informal resolution process under those procedures. ¹¹

Grievance Procedure

The district has adopted procedure 3205P.1 to set forth the process for receiving, investigating, and resolving reports or complaints of sex-based discrimination, including harassment based on a person's actual or perceived pregnancy status and retaliation. Such complaints are to be taken seriously and handled in the same manner as other sex-based discrimination and harassment complaints. Procedure 3205P.1 is designed to provide for a prompt, thorough, and equitable investigation of complaints and to take appropriate steps to resolve such situations. If sex-based discrimination or retaliation is found to have occurred, the district must take immediate action to eliminate the discrimination or retaliation, prevent its reoccurrence, and address its effects.

Other forms of discrimination against employees or applicant employees that do not fall under that procedure may be addressed under other district policies and procedures, such as Policy 5010.

Staff Responsibilities, Training, and District Notice

The Superintendent Procedures at **3205P.2** describe how the District's Policy 5011 will be implemented, including:

- The roles, responsibilities, and training requirements of the Title IX Coordinator and school employees.
- That age-appropriate information and education to district staff, students, parents, and volunteers will be developed to explain this policy and to aid in the identification, recognition, and prevention of sex-based harassment.
- Where and how district will provide notice about the policy as required by Title IX and other laws.

For questions about this procedure, contact the district's Title IX Coordinator, who can be reached at:

Any comments in green indicate that a district decision or information is needed. Insert the Title IX coordinator's name, title, office address, telephone number, and email address or provide a website address with this information or O.R. code]

Other Complaint Options

Office for Civil Rights (O.C.R.), U.S. Department of Education

O.C.R. enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with O.C.R. within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

^[1] As discussed in 3205P.1, the Title IX regulations permit, but do not require, informal resolution processes.

Adoption Date:

Classification: **Essential**

Revised Dates: **08.06; 10.11; 03.14; 01.15; 06/01/2015; 06/28/2021; 07.24**

Commented [DV1]: The 2024 Regulation also has pregnancy provisions for employees, as do two other Federal laws: the Pregnant Workers Fairness Act (PWFA) and the Providing Urgent Maternal Protections (PUMP) Act.

Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff

The district is committed to a positive and productive workplace free from sex-based discrimination. The district does not discriminate on the basis of sex and prohibits sex discrimination against applicants or employees as required by Federal, State, and local laws. Sex discrimination is prohibited and illegal in the district's education programs and activities, hiring, leave policies, employment policies, and health insurance coverage.

Parent, Family, or Marital Status

Consistent with the Title IX regulation at 34 CFR 106.57, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

- (1) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- (2) that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

Pregnancy or Related Conditions

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions.

The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

In the case of an employee who does not have an applicable leave policy or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, the district must treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The district establishes this policy, and the Superintendent will develop and implement procedures for ensuring the protection and equal treatment of employees and applicants for employment on the basis of parental, family, and marital status and for employees and applicants for employment who are pregnant individuals, people with pregnancy-related conditions, and new parents.

Pregnancy or related conditions include:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to the above, including infertility treatment; or
- Recovery from above.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and compliance requirements. The Superintendent will develop and implement procedures to ensure the district's compliance with the above requirements.

The district has also developed specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, the Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act, and Pregnant Works Fairness Act (PWFA), and RCW 43.10, to create inclusive and a welcoming work environment, including other nondiscrimination policies (Policy 5210), Policy 5210 (Sex-Based Discrimination of Staff Prohibited), and 5404 (Family Medical and Maternity Leave).

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex-based discrimination based on family, parenting, or marital status, and pregnancy and pregnancy-related conditions. The procedures will include reasonable and prompt timelines and delineate roles and responsibilities for such.

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, against any person who makes or is a witness in a sex-based discrimination complaint under this policy and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

Cross References: 5010 - Nondiscrimination and Affirmative Action
 5404 - Family, Medical, and Maternity Leave

Legal References: 4 C.F.R. 106.56, Title IX of the Education Amendments Act
 Title VII of the Civil Rights Act of 1964
 Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act
 Pregnant Works Fairness Act (PWFA - 2023)
 RCW 43.10 - Washington's Healthy Starts Act
 Washington Law Against Discrimination (WLAD)

Adoption Date: **07.24**
Classification: **Encouraged**
Revised Dates: ;

Procedure - Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff

The district is committed to a positive and productive workplace free from sex-based discrimination as required by Federal, State, and local laws for all employees and applicants for employment.

The district does not discriminate on the basis of sex and prohibits sex discrimination against applicants or employees as required by Federal, State, and local laws. Sex discrimination can include discrimination based on pregnancy, marital status, or parental status. Sex discrimination is prohibited and illegal in the district's education programs and activities, hiring, leave policies, employment policies, and health insurance coverage.

The district also prohibits adopting or implementing any policy, practice, or procedure or taking any employment action based on sex (1) Concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or (2) That is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The district will not make any pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs."

The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

The Superintendent establishes this procedure to ensure the protection and equal treatment of pregnant persons, individuals with pregnancy-related conditions, and parents. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

The district has also developed specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, and to create an inclusive and welcoming work environment, including other nondiscrimination policies (Policy 5210), Policy 5011 (Sex-Based Discrimination of Staff Prohibited), and 5404 (Family Medical and Maternity Leave).

A. Key Definitions/Terms

For the purpose of this procedure and procedure 3205P.1, the following additional definitions apply:

- **Caretaking** means caring for and providing for the needs of a child.
- **Familial status** refers to the configuration of one's family or one's role in a family.
- **Marital status** refers to the state of being married, single, or divorced.
- **Medically necessary** is a determination made by a health care provider of the pregnant person's choosing.
- **Parental status** refers to the status of a person who, with respect to another person who is under the age of 18 (or a person who is 18 or older but who is incapable of self-care because of a mental or physical disability); is a biological, adoptive, foster, or stepparent; a legal custodian or guardian; in loco parentis with respect to such a person; or actively seeking legal custody, guardianship, visitation, or adoption of such a person.
- **Pregnancy and Pregnancy-Related Conditions include but are not limited to**
 - pregnancy, childbirth, termination of pregnancy, or lactation;
 - medical conditions related to the above; or
 - recovery from above.

- **Pregnancy discrimination** includes treating a pregnant person or a person with a pregnancy-related condition less favorably than similar individuals not so affected and includes a failure to provide legally mandated leave or accommodations.
- **Pregnancy and pregnancy-related conditions** include (but are not limited to)
 - pregnancy, childbirth, false pregnancy, termination of pregnancy, miscarriage, lactation (the need to express breast milk);
 - medical conditions related to the above;
 - recovery from above; and
 - any other conditions in accordance with State and Federal law.
- **Pregnant person/birthparent** refers to the person who is or was pregnant.
- **Reasonable modifications** mean individualized modifications to the district's policies, practices, or procedures that are comparable to the modifications offered for any other temporary medical condition. Essentially, they are changes to the employee's workday that allow for physical needs while pregnant, recovering from childbirth, or nursing. A modification that the district can demonstrate would cause an "undue hardship" is not required. This procedure uses the term "modifications" to distinguish pregnancy modifications from disability-related accommodations, but the district does not require staff to use any specific term. The district also recognizes that some pregnancy-related complications may also qualify as disability-related accommodations. Such determinations will be made on a case-by-case basis.
- **Undue Hardship** is an action requiring significant difficulty or expense.

B. Reasonable Modifications

1. Modifications that are presumed reasonable

The district must provide the following reasonable modifications, and the employee does not need to provide a note from a healthcare provider to receive any of the following:

- Providing more frequent, longer, or flexible restroom breaks;
- Modifying a no food or drink policy;
- Allowing breaks, as needed, to eat and drink;
- Carrying water and drinking, as needed;
- Providing seating and allowing more frequent sitting or standing if the person's job requires standing; or
- Limits to lifting of seventeen pounds or less

2. Modifications upon request

The district must make other reasonable modifications to its policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the district's education program or activity.

Each reasonable modification must be based on the staff person's individual needs. In determining what modifications are required under this paragraph, the district must consult with the staff person. The staff person has the discretion to accept or decline each reasonable modification offered by the district. If a staff person accepts a district's offered reasonable modification, the district must implement it.

Examples of modifications that can be requested include, but are not limited to:

- Suspending essential job function(s) if the modification sought is temporary, the essential job function can be performed in the near future, and the inability to perform the essential functions can be reasonably accommodated and will not cause an undue hardship
- Job restructuring, part-time or modified work schedules, or reassignment to a vacant position
- Providing for a temporary transfer to a less strenuous or less hazardous position
- Scheduling flexibility for prenatal visits
- Intermittent absences to attend medical appointments;
- Changes in physical space or supplies (for example, access to a bigger desk or a footrest)
- Acquiring or modifying equipment, devices, or an employee's workstation
- Allowing the person to sit or stand or carry or keep water nearby
- Providing assistance with manual labor and limits on lifting under seventeen pounds
- Providing reasonable break time to express breast milk or breastfeed for two years after the child's birth each time the employee needs to express the milk
- Requested modifications to protect the health and safety of the staff person and/or their pregnancy (such as allowing the staff person to maintain a safe distance from hazardous substances)

- Elevator access.

The district does not have to create additional employment that it would not otherwise have created, unless the district does so or would do so for other classes of employees who need accommodation for any temporary medical condition. Further, the district is not required to discharge any employee, transfer any employee with more seniority, or promote any employee who is not qualified to perform the job, unless the employer does so or would do so to accommodate other classes of employees who need accommodation for any temporary medical condition.

The district is not required to request medical documentation in instances when the person's limitation or need for a modification is obvious. However, the district may request and review medical documentation to support a modification request under reasonable circumstances. The documentation requested must be the minimum sufficient to confirm the limitation. When medical documentation is provided, the district must give reasonable consideration in consultation with information provided on pregnancy accommodation by the Department of Labor and Industries or the attending health care provider of the employee.

The district must also keep all medical records confidential, and maintained in separate medical files.

C. Voluntary leaves of absence and intermittent absences

The district must allow leaves of absence for pregnancy and pregnancy-related conditions. Information on employment leave can be found in [Policy 5404 - Family, Medical, and Maternity Leave](#).

In the case of an employee who (1) does not have enough leave time available or (2) has not accrued enough employment time to qualify for leave, the district must treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period. At the conclusion of the leave period, the employee shall be reinstated to the status held when the leave began or to a comparable position without a decrease in the rate of compensation, loss of promotional opportunities, or any other right or privilege of employment.

D. Lactation space

The district must ensure that an employee can access a lactation space, which must be a space other than a bathroom, which is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed.

E. Discrimination and Retaliation Prohibited

The district prohibits discrimination against employees because they are pregnant or have asked for modification or accommodation. Specifically, the district shall not:

- Retaliate or punish employees who have requested modification(s);
- Deny employment opportunities because they have been granted modification(s);
- Make an employee take time off instead of allowing a reasonable modification; nor
- Deny a request for modifications, unless an undue hardship can be shown.

"Retaliation" means intimidation, threats, coercion, or discrimination against any person for the purpose of interfering with any right or privilege secured by Title IX, this district policy and procedure, or because the person reported information, made a complaint, was a witness or provided information, assisted, or participated or refused to participate in any manner in an investigation or appeal under the Title IX regulations and this process. Retaliation is prohibited from the district, students, employees, or any other person authorized by the district to provide any aid, benefit, or service under the district's education program or activity.

When the district has information about conduct that reasonably may constitute retaliation under Title IX or this policy and procedure, the district is obligated to respond promptly and effectively, inform the Title IX Coordinator, and provide notice of the district's grievance process for addressing complaints of retaliation. Upon receiving a complaint alleging retaliation, the district must initiate its grievance procedures as described below [or, as appropriate, an informal resolution process under those procedures.](#)^[1]

F. Grievance Procedure

The district has adopted procedure 3205P.1 to set forth the process for receiving, investigating, and resolving reports or complaints of sex-based discrimination, including harassment based on a person's actual or perceived pregnancy status, and retaliation. Such complaints are to be taken seriously and handled in the same manner as other sex-based discrimination and harassment complaints. Procedure 3205P.1 is designed to provide for a prompt, thorough, and equitable investigation of complaints and to take appropriate steps to resolve such situations. If sex-based discrimination or retaliation is found to have occurred, the district must take immediate action to eliminate the discrimination or retaliation, prevent its reoccurrence, and address its effects.

Other forms of discrimination against employees or applicant employees that do not fall under this policy and its related procedure may be addressed under other district policies and procedures, such as Policy 5010.

For questions about this procedure, contact the district's Title IX Coordinator, who can be reached at:

[Any comments in green indicate that a district decision or information is needed. If there is someone else in the District responsible for pregnancy modifications, include their information here. It is also recommended that you include the Title IX coordinator's name, title, office address, telephone number, and email address or provide a website address with this information or Q.R. code]

G. Other Complaint Options

Office for Civil Rights (O.C.R.), U.S. Department of Education

O.C.R. enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with O.C.R. within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

^[1] As discussed in 3205P.1, the Title IX regulations permit, but do not require, informal resolution processes.

Adoption Date: **07.24**

Classification: **Encouraged**

Revised Dates: ;

Fwd: New Coaching Hires- 3 positions

1 message

Jamie Nichols <jnichols@lrschools.org>
To: Jamie Nichols <jnichols@lrschools.org>

Wed, Nov 20, 2024 at 1:20 PM

Hello-

I would like to make three recommendations for coaching hires for winter sports that coaches and I have recently met with for basketball.

I would like to recommend hiring **James Saetre as our HS girls basketball assistant coach**. He is currently our MS girls basketball assistant and will begin after their season when the 8th graders come up in mid-December. He will help Coach Wellsandt at some HS games on weekends early in December before he fully begins with HS on 12/13 or 12/16. There will be about 7, eighth grade girls that come up with him and we will be able to start playing girls JV games around our 6th HS game. We currently have 10-11 HS girls playing basketball. James works locally for the warehouse. He has a daughter that is in 8th grade that will move up and his wife is our MS Special Ed teacher in Lind. James graduated from Lind in 2006.

I would also like to recommend hiring **Trevor Jantz as our HS boys basketball assistant C position**. Trevor is a local farmer and graduated from LRHS in 2015. He is a former player of mine and also helped me 2 years ago as our C squad coach for HS boys basketball. His mother is also a teacher at LRHS, Donna Koch.

I would also like to recommend hiring **Kevin Proszek for MS boys basketball assistant C position**. Kevin is our new German teacher at LRHS. He also coaches HS Cross Country this year. We already have 33 boys signed up for MS boys basketball and will have a full C squad.

Thanks,

Dustan

Lind Elementary School Improvement Plan 2024-25
Title I Part A, Schoolwide,

Section 1: Building Data	
Building Name: Lind Elementary	Does your school share a building with another school? Yes ☐ No ☒
School Code:	Grade Span: P-5 school Type: Elementary
Principal: Mrs. Sarah Dinkins	Building Enrollment: 86
School District: Lind School District	F/R Percentage: 76%
Board Approval Date: November 25, 2024	Special Education Percentage: 3%
Plan Date: 2024-2025	English Learner Percentage: 11%

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

Foundational

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Sarah Dinkins, Principal, TBiP/Migrant Coordinator

Laurinda Ritz P/TK Teacher

Shauna Sanger, Second Grade Teacher

Joneel Russell, Fourth/Fifth Grade Teacher, ELL Teacher

Connie Field, Title I & LAP, Reading and Math Interventions,

Marijean Baird, Counselor

Yesenia Herrera, Migrant Recruiter and Records Keeper

Section 3: Vision and Mission Statement

Mission: Lind-Ritzville students have GRIT to achieve success through;

- ❖ **GROWTH:** In acquiring skills & knowledge.
- ❖ **RESILIENCE:** In achieving short and long term goals.
- ❖ **INITIATIVE:** To be confident risk takers.
- ❖ **TENACITY:** To stay positive & follow through.

Vision: Administrators and staff will prepare students for: **Lifelong Learning, Rewarding Careers, and Responsible Citizenship.**

By Embracing:

- Accountability
- Adaptability
- Academic Excellence

By Committing to...

- Achieving Success by ensuring all students acquire the knowledge & skills needed to succeed beyond graduation.
- Demonstrating Growth by ensuring students consistently meet or exceed learning standards, graduate from High School, and experience measurable postsecondary success.
- Improving Engagement by creating customized, innovating learning experiences with high academic standards and relevance to the changing world.

Section 3: Vision and Mission Statement

- Investing resources by engaging in relevant, aligned, and practical professional development in order to optimize achievement and promote caring relationships.
- Increasing Involvement by involving families and communities in promoting high levels of student achievement, respect, & pride in our schools.

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

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

At LES, we continue to identify a learning gap among various student groups, particularly regarding socioeconomic status, race, ethnicity, and special education needs. While our data-driven, tiered interventions and ongoing progress monitoring have resulted in growth in English Language Arts (ELA) and math, our students are still not meeting benchmark levels in high-stakes assessments.

Despite this challenge, LES students have demonstrated impressive growth in both ELA and math, although they have yet to reach benchmark performance on standardized tests. Notably, the effectiveness of the Bridgers curriculum and our instructional practices has contributed to a decrease in the number of students qualifying for the LAP program in math.

We are pleased to report strong attendance rates, with an average of 30% of the student body achieving perfect attendance at our monthly assemblies. Furthermore, discipline incidents have decreased by 50% compared to previous school year, indicating improvements in student behavior.

Our social-emotional curriculum is robust; however we have identified a need to enhance our focus on peer interactions among students. Parent engagement remains a strength, with an impressive 97% participation rate in Parent-Teacher conferences for both spring and fall sessions. Additionally, family engagement activities continue to attract significant support, with 40% of our student population participating.

In summary, while we celebrate our successes, particularly in attendance and discipline, we remain committed to addressing the learning gaps and enhancing the overall academic performance of all our students.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

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

To enhance student learning and create a positive school environment, our team has identified key areas of strength supported by data. By leveraging these strengths, we can uncover opportunities for further improvement and enrich the educational experience for all students. Below are the strengths we've identified, the supporting data, and strategies for future enhancements.

Area of Strength	Supporting Data	Leverage for Improvement
Student Growth in ELA and Math	Significant growth in student proficiency levels in English Language Arts (ELA) and math, as shown by standardized assessments.	Analyze successful instructional strategies contributing to this growth and apply them across all grade levels. Share best practices from high-performing teachers through professional development sessions.
Strong Attendance Rates	An average of 30% of students achieved perfect attendance at monthly assemblies.	Promote regular attendance in all classes by implementing incentive programs or recognition systems for classes with high attendance, fostering a positive school culture.
Decreased Discipline Incidents	A 50% reduction in discipline incidents compared to the previous school year.	Use this positive trend to enhance social-emotional learning (SEL) initiatives. Analyze the factors behind the decrease to refine behavior management strategies.
High Parent Participation	A 97% participation rate in Parent-Teacher conferences and 40% of students involved in family engagement activities.	Strengthen home-school partnerships by soliciting feedback from parents on supporting their children's academic success and encouraging engagement in at-home learning activities.
Effective Social Emotional Curriculum	Positive feedback on the social-emotional curriculum, contributing to a supportive school environment.	Focus on improving peer interactions within the SEL programs. Provide staff training on conflict resolution and communication skills to enhance student relationships.

In conclusion, these strengths provide a solid foundation for continuous improvement. By leveraging them strategically, we can implement targeted initiatives to enhance areas that still need attention, ultimately benefiting the educational experience for all students.

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

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

At LES, we have conducted a thorough needs assessment to identify both strengths and opportunities for improvement in student performance. This summary outlines the root causes of our current challenges and highlights strategies for building upon our existing strengths and to enhance overall academic success. Below are the root causes we've identified for areas of improvement and what is needed to build strength.

Areas of Improvement	Root Cause	Building Strength
Learning Gaps Among Student Groups	The achievement gap among student groups (based on socioeconomic status, race, ethnicity, and special education) is often due to systemic problems like unequal access to resources, different levels of parental support, and varying educational backgrounds.	To close these gaps we need targeted interventions such as personalized instruction, tutoring, and culturally relevant teaching practices that engage all students.
Under Performance on High Stake Assessments	Despite growth in English Language Arts (ELA) and math, many students aren't meeting benchmarks on high-stakes assessments. This may result from misalignment between classroom instruction and assessment standards and gaps in foundational skills.	To improve assessment performance, we should align our curriculum with assessment expectations, provide teachers with professional development in test preparation, and integrate formative assessments into daily lessons.
Sustaining Parent Engagement	While participation in Parent-Teacher conferences is high, maintaining ongoing engagement in academic activities can be difficult due to parents' schedules, a lack of knowledge about supporting learning at home, or cultural barriers.	To increase involvement, we can organize workshops and distribute handouts to parents, offering guidance on promoting academic achievement and providing multilingual resources.
Support Students with Special Needs	The decrease in students qualifying for the LAP program in math is a positive development, indicating potential improvements in overall student performance.	To strengthen our support system with disabilities or learning challenges we can increase individualized assistance to ensure every student receives tailored help they need to succeed.

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

In conclusion, identifying these root causes provides valuable insight into the challenges we face at LES. By focusing on targeted interventions, aligning instructional practices with assessment expectations, sustaining parent engagement and supporting those students with special needs and retaining effective teaching practices, we can address these areas for improvement. Leveraging our existing strengths will also be crucial in fostering a more inclusive and supportive learning environment for all students.

Educators

1. **What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?**

To enhance the implementation of evidence-based practices in teaching and learning, and in intervention supports, we have identified the need for ongoing professional learning and support initiatives focused on Standard-Based Grading and Proficiency Scales for all staff.

2. **What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**

We have implemented Professional Learning Communities (PLC) organized by grade bands and involving cooperative counterparts. With these PLC's, staff engage in discussions focused on student outcomes, share effective teaching strategies, and collaboratively developed curriculum.

Systems of Support

1. **Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.**

The Comprehensive Needs Assessment identified several resource inequities that our plan will address to support student success and well being:

- **Reading Curriculum:** A significant resource gap was identified in access to effective literacy materials. The implementation of our new reading curriculum, CKLA and the use of the UFLI (University of Florida Literacy) phonics program are vital steps toward addressing this need. These programs will provide students with high-quality, researched based reading and phonics materials, ensuring all students have the resources they need to build strong literacy foundations.
- **Funding for Professional Development:** The assessment revealed a lack of adequate funding for high-quality professional development. This funding is essential for teachers to receive training that aligns with our instructional goals and supports the

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

effective implementation of the new curriculum and phonics program. By securing resources for ongoing professional learning, we aim to enhance instructional quality and ensure consistent program application across classrooms.

- **Mental Health Support:** Our school community has a need for increased mental health resources. Currently, staffing and available resources are not adequate to meet students' social-emotional and mental health needs. Closing the gap requires dedicated funding to hire additional mental health professionals, expand resources, and implement supportive programs that promote student well-being, resilience, and a positive learning environment.

- 2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.**
Our school is dedicated to creating a positive and supportive environment through the Positive Behavior Interventions and Support (PBIS) system. By setting clear behavior expectations, reinforcing positive actions, and using data to guide decisions, we've reduced disciplinary issues and improved school climate. This approach also helps students build social skills and accountability. We actively involve families and the community, recognizing that their support is essential for lasting success.

While PBIS is a strong part of our support system, we see opportunities to improve in social-emotional and cultural areas. We plan to expand access to mental health resources, counseling, and social-emotional learning programs to better support students' resilience and well-being. We're also committed to integrating culturally responsive practices into our curriculum to reflect our students' diverse backgrounds. By broadening these supports, we aim to meet the cultural, social, emotional, and academic needs of every student.

- 3. How did your school identify these areas of strengths and improvement?**

Our school used a thorough, data-driven approach to find strengths and areas for growth. We reviewed academic performance, behavior, attendance, and survey data from students and staff to better understand trends in achievement, engagement, and behavior.

To get more insight, we also gathered feedback from students, families, and teachers. This input highlighted the success of our PBIS program and the need for more social emotional and cultural support.

Additionally, we reviewed our current programs to see how well they meet our goals. While PBIS has improved school climate and reduced disciplinary issues, we have identified a need for more mental health resources and culturally responsive practices. Through these efforts we pinpointed our strengths and the areas we need to enhance to better support our students.

- 4. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.**

The Lind School District actively partners with community organizations, such as Adams County Integrated Health Services, East Adams Rural Healthcare, and Toothsavers, to ensure continuity of health support for students. These partnerships provide essential health services including immunizations and dental care, directly within the school environment or through coordinated referrals.

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

For instance, through our collaboration with Toothsavers, students have access to dental screenings and treatment options on-site, which removes barriers to accessing care and helps maintain their overall health. This integrated approach not only addresses students' physical health needs but also enhances their ability to focus on learning and academic success.

Regular communication between school staff and these community health providers allows us to track student health trends, identify needs, and coordinate services effectively, ensuring that students receive comprehensive support that promotes their well-being both in and out of the classroom.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

In our efforts to foster strong connections with students, families, and the community, we have identified several areas of strength. Our existing community partnerships with local organizations and businesses, such as the Lind PTO, East Adams Library District, Adams County Integrated Health Care Services, East Adams Rural Healthcare, and the Adams County Sheriff's Office, play a crucial role in supporting our students and families. These partnerships provide valuable resources and services that enhance student learning and well-being.

Additionally, we have successfully engaged parents through initiatives like our STEM/Math family Engagement Nights and parent surveys, which encourage participation and feedback from families. These events not only promote academic engagement but also help us understand the needs and interests of our families.

However, we recognize areas where we can strengthen family and community engagement further. One key focus is to enhance collaboration between Lind Elementary School (LES) and the Lind PTO to create and implement a variety of family-friendly engagement activities. Together, we will organize events that not only enrich our students' educational experiences but also encourage family participation and strengthen the bonds between families and the school community. By actively involving families in school activities, we aim to build a more connected and supportive environment that benefits all students.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

5a.SY 2024–2025 SMARTIE Goal #1: ELA: Reading Fluency

By the end of the year, students will read grade-level texts aloud with at least 95% accuracy and improve their reading speed by 20 words per minute through regular practice and assessments.

SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
1. Teachers will model reading fluency by reading aloud regularly to demonstrate good pacing and expression.	informal observation	2024–25 school year	classroom teachers	CKLA curriculum
2. Students will read for 10–15 minutes each day using a variety of texts.	informal observation	2024–25 school year	classroom teachers	CKLA curriculum
3.The class will choral read passages together to build confidence and fluency.	informal observation	2024–25 school year	classroom teachers	CKLA curriculum
4. Every month students will read short passages for one minute. We will track their words per minute (WPM) and accuracy.	monthly fluency test	2024–25 school year	Intervention teacher para educators principal	CKLA reading fluency tests

5. Each student will set their own reading goals based on their assessments and track their progress.	monthly fluency test	2024-25 school year	Intervention teacher para educators principal	monthly goal sheet
6. Students will practice daily at home with parents.	daily	2024-25 school year	parents students	CKLA fluency passages
7. We will recognize and celebrate student progress monthly to encourage continued improvement.	monthly	2024-25 school year	Principal intervention teacher	certificate recognition at monthly assemblies

5b. SY 2024–2025 SMARTIE Goal #2: Math: Math Fluency

By the end of the year students will accurately recall basic math facts (addition, subtraction, multiplication, and division) with at least 90% accuracy through consistent practice and engagement in various activities.

SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
1. Online math games and math apps that focus on math facts in a	informal observation	2024-25 school year	classroom teachers	Prodigy Splash Math

fun and engaging way that offer a varied levels of difficulty will be used.				
2. Visual aids such as addition and multiplication charts will be displayed in the classroom for quick reference and reinforcement.	informal observation	2024-25 school year	classroom teachers	addition and multiplication charts other visual aids
3. Hands-on manipulatives (counter or blocks,etc) will be available for students to use to help them visualize and understand math facts better.	informal observation	2024-25 school year	classroom teachers	Bridges Math Curriculum
4. Math Centers (Bridges WorkPlaces) will focus on various math facts.	informal observation	2024-25 school year	classroom teachers	Bridges Math Curriculum
5. Every month students will have a math fact fluency check to monitor their progress.	math fact fluency checks	2024-25 school year	Intervention teacher para educators principal	Math fact sheets
6. Each student will set their own math fact goals based on their assessments and track their progress.	monthly	2024-25	Intervention teacher para educators principal	Graph

7. Students will practice daily at home using flashcards, to reinforce basic math facts.	daily	2024-25 school year	Parents students	flashcards
8. We will recognize and celebrate student progress monthly to encourage continued improvement.	monthly fact sheet	2024-25 school year	Principal	certificate recognition at monthly assemblies

5c. SY 2024–2025 SMARTIE Goal #3: Social Emotional

By the end of the school year, 90% of students will demonstrate a positive growth mindset and perseverance in assessments and learning challenges, as evidence by an increase of at least 20% in resilience-related behaviors (e.g. reattempting difficult tasks, utilizing feedback to improves, and setting personal learning goals) on monthly mindset and perseverance surveys.

SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
Activity 1: Classroom teachers will model a positive attitude about assessments.	informal observations student survey.	2024-25 School year. monthly	Classroom teachers and support staff. Counselor and Principal	Character Strong curriculum and classroom morning meetings.
Activity 2: Classroom teachers will give feedback to students on relevance of assessments	proficiency scales and rubrics	2024-25 school year	Classroom teachers	Marzano

Activity 3: Classroom teachers will align assessments to learning standards.	unit assessments	2024-25 school year	Classroom teachers	PLC and collaboration time
Activity 4: Classroom teachers will provide opportunities for students to explore other testing formats prior to high stakes testing.	informal observations	2024-25 school year	classroom teachers	Smarter Balanced interim assessments Smarter Balanced released items

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)			
NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.			
Program	Amount Available	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	\$843,953	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	/
Title I, Part A	\$166,031	To provide all children the opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	LES certified teachers salary plus family nights/enrichment.
School Improvement	N/A	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure	N/A

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

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

Program	Amount Available	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
		of educational equity gaps, specifically those driving identification.	
Title II, Part A	\$17,769	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Used for Certs and Paras professional growth and improvement.
Title III	\$4700	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	EL curriculum
Title IV, Part A	\$10,371	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Used for student enrichments: Summer School/after school programs. *if not used for this it is reaped into Title I A
Learning Assistance Program (LAP)	\$154,896	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Salary for Title I/LAP Reading and Math Intervention teacher family nights/enrichment
Local Funds	\$117,669	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding	N/A	N/A	N/A

TITLE I, PART A SCHOOLWIDE PLAN	
Name of District/Building: Ritzville Grade School	Date: 2024-2025
Mission Lind-Ritzville students will have the G.R.I.T. to achieve success through—Growth in acquiring skills & knowledge— Resilience in achieving short and long-term goals—Initiative to be confident, creative risk-takers—Tenacity to stay positive and follow-through.	Vision Administrators & Staff will prepare students for: Lifelong Learning, Rewarding Careers, and Responsible Citizenship...BY EMBRACING...Accountability, Adaptability & Academic Excellence BY COMMITTING to... ACHIEVING SUCCESS-by ensuring all students acquire the knowledge and skills needed to succeed beyond graduation. MISSION VISION DEMONSTRATING GROWTH-by ensuring students consistently meet or exceed learning standards, graduate from HS, and experience measurable post-secondary success. IMPROVING ENGAGEMENT- by creating customized, innovative learning experiences with high academic standards and relevance to the changing world. INVESTING RESOURCES-by engaging in relevant, aligned, and practical professional development in order to optimize student achievement and promote caring relationships. INCREASING INVOLVEMENT-by involving families and communities in promoting high levels of student achievement, respect and pride in our schools.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	During our beginning of the year PLC time, our staff reviewed and analyzed our district and building assessment data as well as the state SBA data. We looked at our District Strategic Plan, SBA, MAP, discipline and classroom data and discussed our spring staff and family surveys. We broke into grade bands to focus on strengths and areas of improvement for K-2 and 3-5. Based on the data collected, we created goals for student achievement centered around specific academic areas/strands in ELA and Math.
Do	The Ritzville School District provides education for students preschool through twelfth grade. Ritzville Grade School, Lind-Ritzville High School and the District Office reside on Ritzville’s campus. The Lind-Ritzville Middle School is located on Lind’s campus. We formed an academic co-op in 2012-2013. The schools share buildings and staff works collaboratively to provide a quality education experience for our students. The school system works closely with community resources and is grateful for the community’s volunteers and financial support. Many of Ritzville’s citizens attend concerts, assemblies and extra-curricular activities. Ritzville Grade School serves 185 PK-5 students. Lind-Ritzville Middle School serves 83 students in grades 6-8 and Lind-Ritzville High School serves 117 students. We serve approximately 30 students through our TK, ECEAP and Community Preschool programs. 19 students attend the Lind-Ritzville Academy and 6 students attend our Lind-Ritzville Connect program.

TITLE I, PART A SCHOOLWIDE PLAN	
	This year we are using Common Core aligned curriculum to support the areas of ELA and Math. We use Amplify CKLA ELA and Bridges Math which includes an intervention component. Our District Strategic Plan, school-wide goals, grade band goals and grade level goals address the needs of the whole child. These goals are centered around academic achievement of our identified Power Standards and the social/emotional needs of each child.
Study	After reviewing our data, it was evident that our students had areas of concern in ELA and Math. Strengths • Designated PLC time • Intervention Opportunities • Math Instructional Opportunities • ELA CKLA Instructional Opportunities • TK use of Haggerty • Math Recovery • Project Based Learning • UFLI Phonemic Awareness Emphasis • WSU CLEAR Partnership • Character Strong Curriculum • Teachers setting high expectations for students Areas of Improvement • K-ELA-Reading Foundations (CVC Words) • 1st-2nd ELA-Vocabulary • K-2nd Math-Number and Operations • 3rd-5th Math-Operations and Algebraic Thinking (3rd) Number and Operations (4th) and Geometry (5th) • Use the most effective communication tools for our families-continue to investigate how to incorporate texting via our Student Management System (Skyward/Qmlativ) or other systems • Gather ideas for best way to host Fall Parent Information Night (in-person, online, informational packets) • Continue to investigate topics of interest for Parenting Classes/Informational Nights • Reinstate Parent Volunteer Program • PBIS-Form Committee and Focus on School-Wide Expectations
Adjust	Through the use of collaborative practice, based on data and staff reflection, a PLC time schedule was developed by the Leadership Team. This calendar provided PLC opportunities addressing our areas of need. Based on our areas of need, we focus on a continuous cycle of inquiry and data review. We will adjust our plan and intervention focus as needed based on our data. Reading and Math intervention are provided through Title/LAP small group instruction 3-4 times per week for 25 minute sessions.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	

TITLE I, PART A SCHOOLWIDE PLAN	
Plan	Our PLC calendar was developed around our areas of need. We use ELA and Math Best Practices to plan and implement our Tiered support to meet the needs of our students.
Do	As a result of our comprehensive needs assessment, the following academic goals have been developed: <u>K ELA</u> All students will show growth and/or score an 80% or above on the UFLI assessment in the area of Reading Foundations (CVC words). All students will show growth and/or score an 80% or above on ESGI in the area of Reading Foundations. <u>1st-2nd ELA</u> All students will show growth and/or score an 80% or above on the CKLA vocabulary checkpoint. All students will show growth and/or meet the EOY grade level RIT score on the NWEA MAP Reading assessment in the area vocabulary. <u>3rd-5th ELA</u> All students will show growth and/or score an 80% or above on a CKLA unit assessment in the area of vocabulary. All students will show growth and/or meet the EOY grade level RIT score on the NWEA MAP Reading assessment in the area vocabulary. <u>K-2nd Math</u> All students will show growth and/or score an 80% or above on the Bridges Checkpoint in the area of Number and Operations. All students will show growth and/or score an 80% or above on the Math Recovery-Math Screener in the area of Number and Operations. <u>3rd-5th MATH</u> All students will show growth and/or score an 80% or above on the Operations and Algebraic Thinking Unit (3rd), Number & Operations Unit (4th) and Geometry Unit (5th) Bridges assessments. All students will show growth and/or meet the EOY grade level RIT score on the NWEA MAP Math assessment in the area of Operations and Algebraic Thinking (3rd), Number & Operations (4th) and Geometry (5th).
Study	At Ritzville Grade School, we analyzed our SBA and MAP assessment data. We reviewed our strengths and areas of concern. We compared this data to years past. Beginning of the year assessments, including Reading and Math MAP assessments, DRA, WA Kids and Math Recovery Screeners as well as Spring 23-24 SBA data were used to determine students in need of extra support as well as those who were progressing. We also looked at the progress

TITLE I, PART A SCHOOLWIDE PLAN	
	of our student groups based on ethnicity, SPED, homeless and economic status. We will continue to use Common Core State Standards while updating Power Standards, to dissect our Math and ELA curriculums. We will look for holes and gaps in which we will need to use supplemental materials in order for our students to meet the CCSS standards. We will provide support to staff in the area of Math and ELA with an outside math consultant and Amplify CKLA trainers. We will update our PK-5 writing plan to align our writing expectations and goals across the district. We will continue our PK inclusion team through an OSPI grant to support our early learning collaboration. We will utilize our building counselor and WSU CLEAR consultant for social/emotional learning opportunities and to implement the Character Strong curriculum.
Adjust	<u>K-2nd ELA</u> • Teachers will provide small group instruction in areas students are not reaching grade level. • If a child does not meet the goal, the child will be retested after direct intervention by the interventionist or classroom teacher. • Grade level centers will be implemented to teach and refine missing skills. <u>3rd-5th ELA</u> • Integrate Reading vocabulary strategies into classroom lessons, entry tasks, intervention and enrichment activities. • Carry out lessons and activities that focus on vocabulary strategies. <u>K-2nd MATH</u> • Teachers will provide small group instruction in areas students are not reaching grade level. • If a child does not meet the goal, the child will be retested after direct intervention by the interventionist or classroom teacher. • Grade level centers will be implemented to teach and refine missing skills. <u>3rd-5th MATH</u> • Integrate Operations and Algebraic Thinking/Number and Operations/Geometry skills and strategies into classroom lessons, entry tasks, intervention and enrichment activities. • Use supplemental materials/online programs. <u>SOCIAL/EMOTIONAL</u> Character Strong Kelso's Choice WSU CLEAR Program

TITLE I, PART A SCHOOLWIDE PLAN

In addition to academic goals, Ritzville Grade School will incorporate the following strategies to support student engagement and support of the whole child:

Parent Communication

LRCS District Website
LRCS Monthly Newsletter
Grade School Monthly Newsletter
Grade School Facebook Page
Monthly Menus
Presentations at School Board Meetings
Classroom Information Packets
School Bulletin Boards
Skyward/Qmlativ Access
Phone Calls to Families
Students' Daily Planners
Blackboard Alert System
Report Cards
Fall/Spring Conferences
Parent/Student Handbook
Title 1 Parent Meetings
Title 1 Parent Involvement Policies

Parent and Family Engagement

Classroom Volunteers
Open House
Grandparents' Lunch
Coffee with the Superintendent
Donuts with Dudes
Fall Festival
District Family Nights
RGS Family Night
Ready Rosie
Raising a Reader
Boxtops
Kindergarten Screening Meetings
Child Find
Mobile Dental Screening
Vision, Hearing and Health Screenings
Muffins with Misses
Field Day
Field Trips
Lind-Ritzville Cooperative Site Team

Social Support

TITLE I, PART A SCHOOLWIDE PLAN	
	District Counseling Services Bronco Bucks Character Strong WSU CLEAR Program <u>Community Resources</u> Ritzville Public Library provides services to our students and their families. -Summer Reading Program -After School Reading Program/Activities Ritzville Food Bank Food Drive School Supply Drive LRHS Cooperation Supporting Elementary Programs East Adams Rural Healthcare Adams County Debbie Champman-Child Youth Services Innovia Partnership
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	We use state SBA and district NWEA MAP data to drive our instruction and identify students' needs. We use district-wide Amplify CKLA ELA curriculum and Bridges Math curriculum. Students use Boost, iXL and UFLI to support our curriculum. All students receive core ELA instruction for 90-120 minutes per day. All students receive core Math instruction for 90 minutes per day. All students receive differentiated ELA/Math instruction through our Intervention programs 25 minutes/day, 3-4 times per week. Tier 3 students are provided with 25 minutes/day of additional support in ELA and/or Math 3-4 days per week from Title 1/LAP staff.
Do	Progress Monitoring and Tiered System of Intervention
Study	During PLC time, Student Success Team Meetings and Staff Meetings, we analyze data to improve instruction and student performance. When analyzing student data, these factors are taken into consideration: ● Attendance Rates ● Poverty-Homeless ● Discipline (Disaggregated data) ● Counseling/Mental Health Needs ● Special Needs (IEP/504) ● Behavioral Challenges (Tier 1-3 supports and plans developed and implemented)
Adjust	Academic Support: ● Lessons are aligned to Common Core State Standards ● Classroom Learning Targets are posted ● Project Based Learning is implemented ● Use of rubrics by students and teachers ● Formative and Summative assessments are used to collect data

TITLE I, PART A SCHOOLWIDE PLAN

- Data is collected to identify individual students' needs
- Intervention is provided through Title 1/LAP, Special Education and General Education Support
- Utilize interventions and screeners for therapy services

Behavior Support:

- Incentives are implemented to support positive behaviors (Bronco Buck Experiences and Monthly P.R.I.D.E. Awards)
- Counseling support through Ritzville School District
- Character Strong
- WSU CLEAR Program

Parent and Family Involvement:

- Communicate with parents through Ritzville Grade School Monthly Newsletters, District Webpage, District Newsletter, RGS Facebook page and Daily Planners
- Lind-Ritzville Cooperative Site Team
- Increase parent volunteers in the classroom
- Fall/Spring Conferences
- Grandparents' Lunch
- Coffee with the Superintendent
- Donuts with Dudes
- Fall Festival
- District Family Nights
- RGS Family Night
- Ready Rosie
- Raising a Reader
- Boxtops
- Kindergarten Screening Meetings
- Child Find
- Mobile Dental Screening
- Vision, Hearing and Health Screenings
- Muffins with Misses
- Field Day
- Field Trips

COMPONENT #4: COORDINATION AND INTERGRATION**PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

Plan	By operating a schoolwide program, all students are eligible to receive Title 1 services. Title 1 services are supplemental to basic instruction. Funding allows us to serve more students with greater flexibility. We combine federal, state and local resources to provide a well-rounded educational program based on students' needs. By combining and strategically leveraging funds, we continue to build capacity to serve and meet the needs of all our students.
Do	Classroom teachers, Title 1/LAP intervention specialists, paraeducators and Special Education staff work together to address students' needs. Students in need of intervention are identified through our state, district and classroom assessment data as well as our Special Education referrals and 504's.

TITLE I, PART A SCHOOLWIDE PLAN	
	Combining Title 1 Part A, LAP, LAP Poverty, Special Education and basic general education funds, allow us to meet the needs of all of our students.
Study	Analysis of our student achievement data, current intervention program data, discipline data, social/emotional data and parent input determines the effectiveness of our current supplemental services.
Adjust	Continue to leverage financial resources in order to build capacity to provide multi-tiered support to all of our students. Also, to provide Tier 3 support to all of our students at or below grade level in reading and/or math. See attached matrix.

Funding Matrix 2024-2025 for Ritzville Grade School

PROGRAM	AMOUNT AVAILABLE	How the intent and purpose of the program will be met.
Basic Ed.	\$700,738	Provide FAPE to all students.
Title I Part A	\$95,411	Provide all students the opportunity to receive a fair and equitable high quality education to close the achievement gaps.
Title II Part A	\$13,810	Preparing, training and recruiting effective teachers, principals and other school leaders.
Title IV Part A	\$10,000	Student support and academic enrichment.
LAP/LAP Poverty	\$194,755	Coordinate the use of state Learning Assistance Program funds to provide students with K-4 literacy support. Coordinate with the supplemental LAP Program.
Levy/Local Funds	\$22,243	Local funds are combined in Schoolwide Program.
TOTAL	\$1,036,957	

2024-2025 School Improvement Plan

Lind-Ritzville Middle School



Mission

Lind-Ritzville students have the GRIT to achieve success through:

- GROWTH: In scouring skills & knowledge.
- RESILIENCE: In achieving short & long term goals.
- INITIATIVE: To be confident risk takers.
- TENACITY: To stay positive & follow through.

Vision

Administrators and Staff will prepare students for: Lifelong Learning, Rewarding Careers, and Responsible Citizenship...

BY EMBRACING...

- Accountability
- Adaptability
- Academic Excellence.

BY COMMITTING TO...

- **Achieving Success** by ensuring all students acquire the knowledge & skills needed to succeed beyond graduation.
- **Demonstrating Growth** by ensuring students consistently meet or exceed learning standards, graduate from High School and experience measurable post-secondary success.
- **Improving Engagement** by creating customized, innovative learning experiences with high academic standards and relevance to the changing world.
- **Investing Resources** by engaging in relevant, aligned, and practical professional development in order to optimize achievement and promote caring relationships.
- **Increasing Involvement** by involving families and communities in promoting high levels of student achievement, respect, & pride in our schools.

2024-2025 LRMS SIP Goals

-
- Increase the regular attendance rate to 75%
 - Increase percent proficient in mathematics on I-Ready and/or SBAC testing to 38%
 - Increase percent proficient in reading on I-Ready and/or SBAC testing to 45%
 - Increase percent of students reporting they have a voice and sense of belonging 70%

2023-2024 LRMS Data

-
- Regular attendance rate 71.1%
 - Percentage proficient in mathematics 30%
 - Percentage proficient in reading 38.5%
 - Percentage reporting they have a voice and sense of belonging 62.7%

2024-2025 School Improvement Plan

Lind-Ritzville Middle School



SIP Strategy What <u>action steps</u> will occur? What <u>professional development</u> is needed?	Resources What resources are needed to accomplish this strategy? (people, materials, etc.)	Implementation Indicators What <u>ongoing monitoring</u> reflects implementation of this strategy? When will it be reviewed?	Evidence/ Outcome What data gives evidence to show this strategy makes a positive difference in student outcomes?	Work Plan Frame Which Work Plan Frame and Item does this strategy support?	Goal Areas Which <u>SIP Goal(s)</u> does this strategy support? group does this strategy <u>target</u> ?
Chronically Absent Student Support Strategies <u>Action Steps:</u> Students who are chronically absent will be identified and provided resources to help get their students to class, which include letters, parent meetings, and possible home visits.	School Counselor School Transportation for Home Visits District Letters on Attendance	<u>Ongoing Monitoring:</u> Monitoring of students will occur during attendance reports. Success of strategies will be continually monitored and students becoming chronically absent will be monitored with strategies being implemented in a tiered approach starting with letters and moving towards home visits if needed.	Student Attendance Reports Student SEL Surveys Parent and Student Feedback Counselor Feedback	Increasing Involvement	<u>SIP Goals</u> Increasing Attendance Rates Increasing Sense of Belonging Increasing Proficiency in Reading and Mathematics <u>Targets</u> the chronically absent students
Counselor Student Support Strategies <u>Action Steps:</u> Struggling students needing extra help with their social emotional learning, will be identified and met regularly by our school counselor.	School Counselor Parental Support	<u>Ongoing Monitoring:</u> Monitoring will be conducted through behavioral checks, sign-up rates on visiting the counselor, parent contact logs, and counselor observations of the students.	Student SEL Surveys Student and Parent Feedback Counselor Feedback	Improving Engagement Increasing Involvement	<u>SIP Goal</u> Increasing Sense of Voice and Belonging <u>Targets</u> the students with the greatest social emotional needs.
Course Catalog and Handbooks <u>Action Steps:</u> Teachers created course profiles of learning, which were adapted into an easy to understand course catalog that explains what students will learn in each course at LRMS. This was posted to our website.	Teachers School Website	<u>Ongoing Monitoring:</u> Monitoring will occur during our parent night, based on questions received and parent feedback. There will be regular checks back to it sent in newsletters to see the ongoing use of such a resource.	Student and Parent Feedback Teacher Feedback Family surveys	Increasing Involvement	<u>SIP Goals</u> Increasing Proficiency in Reading and Mathematics <u>Targets</u> students and parents to ensure a clear understanding of what is taught. If students know what they are being taught, they will achieve greater success.

2024-2025 School Improvement Plan Lind-Ritzville Middle School



Bulldog Period <u>Action Steps:</u> Friday schedules are modified to have a 24 minute class period. These times are to run culture building assemblies, hand out student awards, and work on career exploration and SEL curriculum.	Teachers SEL Curriculum Xello Support Staff Award Templates	<u>Ongoing Monitoring:</u> Throughout the year students will have opportunities to give feedback through informal questioning on the most successful parts of Bulldog Period and given opportunities to give some input on items that could be adjusted. A more structured survey will be used as well.	Student Feedback Staff Feedback Student Surveys	Improving Engagement	<u>SIP Goal</u> Increasing Sense of Student Voice and Belonging <u>Targets</u> all students to help develop a positive learning culture that all students can thrive in.
Bulldog Newsletter <u>Action Steps:</u> Monthly or more newsletters will be released to give parents information on upcoming items and tips to help at home with things we are seeing with students at the middle school. We will also be celebrating our successes through the newsletter.	Smore Communication School Facebook School Website	<u>Ongoing Monitoring:</u> Family engagement will be monitored through Smore, which gives updates on the amount of times each newsletter is viewed.	Smore Data Family Feedback	Increasing Involvement	<u>SIP Goals</u> Increasing Attendance Rates Increasing Sense of Student Voice and Belonging <u>Targets</u> families to ensure clear and consistent communication about school happenings.
Grade Check Interventions <u>Action Steps:</u> Students who come up on our F-list will receive optional pullout support from one of our specialists. They will work with the student to increase their grades.	Support Staff Classroom Curriculum Use of the Learning Center	<u>Ongoing Monitoring:</u> Students will be monitored through the f-list which is run with our eligibility checks. These weekly reports come out on Fridays, which will be traceable on student achievement and whether or not they are making progress by removing themselves from the list.	Students on the F-list Teacher Feedback Student Grades I-Ready Diagnostic Data I-Ready Growth Data	Achieving Success Demonstrating Growth	<u>SIP Goals</u> Proficiency in Mathematics and Reading <u>Targets</u> struggling students that have low grades in classes
I-Ready Interventions <u>Action Steps:</u> Students more than two grade levels behind will receive pull out intervention support from one of our specialists. They will work on identifiable gaps in their learning journey to help bridge connections. <u>Professional Development:</u> I-Ready professional development already occurred over the past two years. There will be one session of training this year.	I-Ready Intervention Curriculum I-Ready Individualized Online Component Use of Collaboration Room Teachers	<u>Ongoing Monitoring:</u> Students will be regularly monitored through their I-Ready diagnostic that they take three times a year. If a student tests out, they will be exited from the interventions. The online individualized learning component will also be used to bridge the gap on student learning to further progress towards proficiency.	Teacher Feedback I-Ready Diagnostic Data I-Ready Growth Data I-Ready Individualized Learning Data	Achieving Success Demonstrating Growth Investing Resources	<u>SIP Goals</u> Proficiency in Mathematics and Reading <u>Targets</u> struggling students that might not be identified by any other groups.

2024-2025 School Improvement Plan

Lind-Ritzville Middle School



Leadership Crew <u>Action Steps:</u> Students will be selected to be a part of the leadership crew. Leadership crew will help lead voice forums and be engaged in leadership type activities such as helping at the elementary.	School Counselor School Administrator Bulldog Period	<u>Ongoing Monitoring:</u> Students will be monitored as they serve as active role models for others in the building. Observations of the examples they set for their students. The success of the activities they help in as well.	Student Feedback Staff Feedback Student Surveys	Improving Engagement	<u>SIP Goal</u> Increasing Sense of Student Voice and Belonging <u>Targets</u> students who continually lead by example, which will hopefully filter to the students that struggle with behavior.
LRMS Awards <u>Action Steps:</u> Bi-weekly there will be awards handed out that are in line with our LRMS Theme. Students will receive a certificate and a treat will be bought for the students of their choice.	School Administrator Bulldog Period School Facebook	<u>Ongoing Monitoring:</u> Observations of students that receive awards and those that see them receiving the awards. If there is excitement in them achieving success the data shows continual growth of the program.	Student Feedback Staff Feedback	Achieving Success Improving Engagement	<u>SIP Goal</u> Increasing Sense of Student Voice and Belonging <u>Targets</u> the students that are achieving success by showcasing their achievements.
LRMS Theme <u>Action Steps:</u> Continue implementing our school theme into everything we do in the school. The school theme is <u>Lead by example</u> , <u>Relentlessly Motivated</u> , which all leads to <u>Success</u> . We use this theme for awards, grading handbook, family communication, etc.	School Staff Bulldog Period School Handbooks Smore Communication	<u>Ongoing Monitoring:</u> Observations of the theme being used in what we do at school and the impact it has on the students. Observing students modeling the meaning of the words in their actions.	Student Feedback Staff Feedback Student Surveys	Improving Engagement	<u>SIP Goals</u> Proficiency in Mathematics and Reading Increasing Sense of Student Voice and Belonging <u>Targets</u> all students and staff school-wide.
Mastery Based Learning Collaborative <u>Action Steps:</u> Continue to be an active participant in the Mastery Based Learning Collaborative. <u>Professional Development:</u> Engage in the professional development offered by the collaborative that focuses on student voice, belonging, and increasing rigor and relevance in learning.	MBLC Grant School Administrator Teachers Transportation for Trainings	<u>Ongoing Monitoring:</u> The collaborative has surveys they send out to participants of the MBLC, which gives us data on areas of improvement and how our implementation is currently going.	Student Feedback Staff Surveys	Achieving Success Demonstrating Growth Improving Engagement Investing Resources Increasing Involvement	<u>SIP Goals</u> Proficiency in Mathematics and Reading Increase Sense of Student Voice and Belonging <u>Targets</u> all students and staff school-wide.

2024-2025 School Improvement Plan

Lind-Ritzville Middle School



Open House and Parent Night <u>Action Steps:</u> Two nights we have available at the beginning of the year for parents to better understand school happenings. Open house is for parents to ask questions and students to get acquainted with the school prior to school start date. Parent night is to go over major items about school they need to know and allow them to ask questions in an in-person format.	School Staff School Handbooks Smore Communication School Facebook	<u>Ongoing Monitoring:</u> Parent feedback about the events on what was successful and what could change in the future.	Family Feedback Student Feedback	Increasing Involvement	<u>SIP Goals</u> Increasing Attendance Rates Increasing Sense of Student Voice and Belonging <u>Targets</u> families to ensure clear and consistent communication about school happenings.
Outdoor Learning <u>Action Steps:</u> We have an outdoor learning event planned for each of our grade levels. 6th graders will attend Camp Wooten. 7th graders will attend a field trip to the Grand Coulee Dam. 8th graders will attend a trip to Lake Coeur d'Alene for an eagle watching trip.	Outdoor Learning Grant Transportation School Staff Parents School Outdoor Camp Materials	<u>Ongoing Monitoring:</u> Observations of students and their appreciation for the environment around them as discovered through staff interactions with students. Staff and parent feedback will also be monitored to ensure the success of these activities in the future.	Student Feedback Family Feedback Staff Feedback	Demonstrating Growth Improving Engagement Increasing Involvement	<u>SIP Goals</u> Increasing Attendance Rates Increasing Sense of Student Voice and Belonging <u>Targets</u> all students to ensure a quality outdoor learning adventure at all grade levels.
Proficiency Scale Trainings and Initial Implementation <u>Action Steps:</u> We have focused our work on learning around proficiency scales to create a clear and concise scope of learning for teacher, student, and parent understanding. <u>Professional Development:</u> Through the MBLC grant we have purchased proficiency scales and a trainer to walk us through the implementation and use of proficiency scales to increase student understanding and reflection of their learning journeys.	MBLC Grant Marzano's Critical Concepts "A Handbook for Developing and Using Proficiency Scales in the Classroom," by Jan Hoegh Marzano Trainer Teachers School Administrator	<u>Ongoing Monitoring:</u> Teacher's gradual increase in use of proficiency scales within their classrooms, which staff determined should be fully integrated into one class of choice by the end of the school year. Observations of students and their use of proficiency scales to reflect on their learning and understanding of the learning journey ahead for them.	Student Feedback Family Feedback Staff Feedback Student Grades and Test Scores	Achieving Success Demonstrating Growth Investing Resources	<u>SIP Goals</u> Proficiency in Mathematics and Reading <u>Targets</u> all students and staff. Allows for students to gain a better understanding of their learning journey to bring purpose to learning. Helps provide staff with research driven practices that work within the classroom.

2024-2025 School Improvement Plan

Lind-Ritzville Middle School



State Assessments and I-Ready Diagnostics <u>Action Steps:</u> Students will take all state required SBAC assessments once a year. In addition students will take the I-Ready test three times throughout the school year. <u>Professional Development:</u> Staff will receive training to be certified in giving the SBAC test. Staff will also receive training on using I-Ready to better understand student learning and growth.	I-Ready Individualized Instruction I-Ready Diagnostic State SBAC Test School Staff	<u>Ongoing Monitoring:</u> I-Ready diagnostic tests three times a year will allow for monitoring throughout the year to show student growth towards the goal of reaching proficiency in reading and mathematics.	I-Ready Individualized Data I-Ready Diagnostic Data State SBAC Data	Achieving Success Demonstrating Growth Investing Resources	<u>SIP Goals</u> Proficiency in Mathematics and Reading. <u>Targets</u> all students to gain an understanding of their knowledge and growth towards their goal of being proficient in reading and mathematics.
Student-Led Conferences <u>Action Steps:</u> Students will be given a format to explain to their parents their learning journey twice throughout the school year. One time will be in the fall, the other time will occur in the spring.	School Gym School Staff Families Students Student-Led Conference Scripts and Goal Sheets	<u>Ongoing Monitoring:</u> Family and student attendance will be tracked to determine the success of the student-led conferences.	Family Feedback Staff Feedback Family Survey	Improving Engagement Increasing Involvement	<u>SIP Goals</u> Increasing Attendance Rates Proficiency in Mathematics and Reading Increasing Sense of Student Voice and Belonging <u>Targets</u> families and students to have a chance to discuss their learning throughout the year.
Student Voice Forums <u>Action Steps:</u> Questions will be developed by the leadership crew and staff to be asked to the student body during Bulldog Period. Staff will discuss feedback from students and consider any commitments they can make to the students.	Bulldog Period Students School Staff Leadership Crew	<u>Ongoing Monitoring:</u> Feedback from students on the impact of the potential adjustments for students to feel their voice is heard.	Student Surveys Student Feedback	Increasing Engagement	<u>SIP Goal</u> Increasing Sense of Student Voice and Belonging <u>Targets</u> all students to give them a platform to share their thoughts.

School Improvement Plan–Lind Ritzville High School

2024-25 SIP Goals

1. Increase Graduation Rate to 95%
2. SBA ELA Goal - Increase Percent Proficient to 85%
3. SBA Math Goal - Increase Percent Proficient to 48%
4. Freshman School Success: Increase to 95% of Freshman with at least 6.5 credits

Previous Year's Results

2024 Grad Rate: 89.5%
 SBA ELA: 77%
 SBA Math: 38%
 Freshman: 90%



SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Intervention					
Intervention Process	Student service people (SPED, ELL, Migrant), Intervention support staff, admin	Weekly child study team attendance and grade reviews.	Increased passing rates, improved academic confidence, and reduced dropout rates	Early identification process and regular use of intervention programs by all stakeholders.	Graduation Rate Overall School Success
In-School Academic Interventions (Tier II)	Paul McAnally, Thomas Pulliam, Allison Nichols, Kayla Walker	Meeting records, placement list of students in Read or Math for Success	Weekly Freshman Intervention report; bi-monthly 10-12 failures report	Students who are failing due to attendance or low performance will be placed in an in-school intervention classroom for periodic times 4th and 7th period	Freshman Success Graduation Rate
After-School Interventions (Tier III)	Kevin Terris, Zach Swanger, Kayla Walker	Attendance, Meeting records with students and parents	Weekly Freshman Intervention report; bi-monthly 10-12 failures report; reduction in students on the list	Students who are failing due to attendance or low performance will be placed in an in-school intervention classroom for the remainder of the semester; parents' contract to attend the after-school program	Graduation Rate Overall School Success
Student-Led Conferences	All Staff, Mentoring Meeting; SLC Materials, High School and Beyond Plan (Xello)	Xello Training, Monthly Mentoring Meetings on Calendar	Completed HSBP Goal Statements; Parent and Student attendance at conferences	Students are placed in mentoring groups with specific teachers in order to prepare for Fall and Spring student-led conferences. Students review their schedule, goal statements, and career exploration results.	Graduation Rate Overall School Success
Freshman School Success					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Freshman Parent Orientation Night	Kevin Terris, Kayla Walker	Percentage of invited freshmen and their families who attend the orientation. Execution of all scheduled activities, workshops, and presentations. Observe whether students and parents seem to feel welcome and valued.	Provide surveys or feedback forms to gauge their sense of welcome, clarity on school expectations, and comfort level. Parents are motivated to participate in school activities and become actively engaged in their child's high school journey.	Identify key goals by focusing on goals such as helping students and parents feel welcomed, reducing transition anxiety, introducing school culture, and providing essential academic and logistical information. Clarify outcomes by establishing clear outcomes like increasing student confidence, building familiarity with the school layout, and fostering connections with staff and peers.	Freshman Success Graduation Rate
Link Crew	Colton Hodgson, Student Link Crew Leaders	Selection Process Based on Leadership and Empathy: Link Crew leaders are chosen based on their	Increased Freshman Engagement Academic Success: Freshmen mentored by	Establish annual goals, define success indicators with the Junior and Senior Link Crew members.	Freshman Success Overall School Success

		commitment to the program and their empathy, leadership, and positive influence on peers. Comprehensive Leader Training: Leaders are well-trained on communication skills, conflict resolution, and strategies to support freshmen effectively. Quality programs often include team-building exercises and role-playing scenarios in training.	Link Crew leaders show strong academic progress and higher GPAs, suggesting that peer support positively impacts academic performance. Sense of Belonging and Confidence: Freshmen feel welcomed, know who to approach for help, and demonstrate a sense of belonging to the school community.	Encourage students across all grades and backgrounds to be involved as Link Crew Leaders Provide on-going training monthly Create a calendar of freshman events throughout the school year.	
Freshman / Counseling Intervention Process	Kayla Walker, Paul McAnally, Freshmen Staff	Implementation of an early warning system; create thresholds to institute tiered intervention approach	Individualized intervention plans for each student based on specific academic, behavioral, or social-emotional needs, with goals and strategies that address their unique challenges. Collaboration among teachers and support staff. Teachers, counselors, and interventionists work as a team to support each student's progress, sharing insights and coordinating efforts.	Collect and review middle school performance data, attendance records, and any behavioral notes for incoming freshmen. Define criteria for program participation based on data (e.g., GPA below a certain threshold, chronic absenteeism, identified social-emotional needs). Develop academic and social-emotional support plans for identified students, including specific goals and support strategies.	Freshman Success
Teaching and Learning Professional Development					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Culturally Responses and Sustaining Education Training	MBLC, Building Leadership Team	Completion of PD in various strategies and topics outlined in the monthly sessions by the building leadership team	Student survey data on their awareness of our CRSE goals	Train all staff on the CRSE initiative outcomes	Overall School Success
Handbook for Developing Proficiency Scales Book Study	Debra Nikolai, Kevin Terris, Building Leadership Team	Completion of PD in various strategies and topics outlined in the book.	Student survey data on their understanding of proficiency scales.	Train all staff on the strategies to teach using proficiency scales.	Graduation Rate Overall School Success
Proficiency Scale Training with Debra Nikolai	Marzano Training Academy, Building Leadership Team, Kevin Terris	Completion of PD in various strategies and topics located on the implementation of proficiency scale spectrum	Aligned instruction to assessment, reduced content overload, and better student engagement	Increased professional development and time for staff to make instructional changes independently and collaboratively.	Graduation Rate Overall School Success
Participation in state administered ELA, Math, and Science Assessments	ELA, Math, and Science staff, Kevin Terris	During the testing window, consistent monitoring of who has or has not participated in state testing.	State participant rate data	Develop a structure for students to set goals, reflect on progress, and identify personal actions they take to be more successful	State Assessment Goals
Reduce Failure Rate in Mathematics	Thomas Pulliam, Nicole Smith, Kevin Terris	Review of passing rate in math courses; review passing rate v. smarter balanced scores; identify achievement gaps in 9-12 math scope and sequence	By identifying skills gaps, misconceptions, and concept gaps, the high school staff will be better informed on what strategies to best implement	Better teacher support, increased math proficiency, and identification of common themes or areas where students struggle with math.	State Assessment Goals

Enrichment, Equity and School Climate					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
School Celebrations / GRIT Awards	Kevin Terris, Donna Koch, ASB	Inclusive and diverse achievements, representations, and high participation rates	Reinforces school values and vision. The program consistently highlights the values, mission, and goals, reinforcing positive behaviors and attitudes of our school. Focus on growth and Effort: Celebrations emphasize growth, resilience, effort, and improvement, not just high achievement, helping students feel valued for progress. Encouragement of Positive Relationships: Celebrations foster respect among students, reinforcing a positive school culture.	Develop a schedule for student voice meetings, regular celebrations, and gather feedback from students to increase interest.	Overall School Success / School Culture / Student Voice
Friday Morning Kickstarts	Donna Koch, ASB	Inclusive and diverse achievements, representations, and high participation rates	Different Types of Celebrations. Celebrations range from individual recognition (like "Student of the Month") to group acknowledgments (like honor assemblies or club/team awards).	The ASB schedules weekly activities so that they are designed and led by student leadership groups.	Overall School Success / School Culture / Student Voice
College in the High School Review and Communication Plan	Kevin Terris, CiHS Teaching Staff	Review of enrollment data; review communication plan for recruiting students into CiHS courses	Wide and equitable access for all students, strong partnerships with colleges and universities, rigorous curriculum aligned with college standards.	Create broad communication plan to educate all student and families on the benefits of taking CiHS course (and prepare to be in them)	Overall School Success
Increase CiHS high poverty enrollment rate	Thomas Pulliam and Team	Review of enrollment data of high poverty students	Increased interest and readiness for impoverished students in CiHS courses	Individual conferences with families, students, and staff Data dig into student questionnaires.	Overall School Success / School Culture
Co-Curricular Offerings Review and Communication Plan	CTE Staff, Kevin Terris, CTE Advisory Council	Review of enrollment data, course offerings, and competitions	Increased communication with community support groups and businesses	Conduct two or more CTE General Advisory Group meetings.	Overall School Success
Post-Secondary Planning and Preparations					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Mentor and HSBP Planning Training and Review	Staff, Time	Monthly mentoring meetings; scope and sequence of HSBP tasks for each grade level	Completion of annual HSBP reviews and updates, with mentors providing guidance and support.	Ensure that every freshman is paired with a mentor, and that mentoring continues consistently throughout the student's high school career. Develop a clear framework for mentoring activities, which includes goal-setting exercises, college/career exploration, study support, and personal growth discussions.	Overall School Success / School Culture / Student Voice
Increase FAFSA	Kayla Walker	Regular communication	High levels of student and	Encourage early FAFSA	Overall School Success

completion rate		with senior families on FAFSA Training Nights; review of completion rates	parent awareness about FAFSA and its importance for college funding. Availability and utilization of support resources to assist students and families with FAFSA completion. FAFSA applications are completed well before the deadline, ensuring students have the best chance of receiving financial aid.	completion by setting intermediate deadlines (e.g., completing FAFSA by November or December) and offering incentives or recognition for early completion.	
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Policy: 6690
Section: 6000 - Management Support

Contracting for Transportation Services

If the board enters into a contract for transportation services, the contractor will operate such equipment according to district policy and the rules and regulations of the State Board of Education. The contract will be in effect for no more than five years unless otherwise allowed by law. Prior to entering into such a contract, the district will determine, in its best judgment, that the cost of contracting will not exceed the projected cost of operating its own system and notify the Office of the Superintendent of Public Instruction of that determination.

If the district provides transportation through a private nongovernmental entity, the district will comply with the requirements of RCW 28A.160.140 and will annually provide the Office of the Superintendent of Public Instruction with the information identified in RCW 28A.160.250.

Cross References:

6630 - Driver Training and Responsibility

Legal References:

RCW 28A.160.010 Operation of student transportation program
Responsibility of local district Scope Transporting of elderly
Insurance
RCW 28A.160.140 Contract for pupil transportation services with private
nongovernmental entity Competitive bid procedures
RCW 28A.335.170 Contracts to lease building space and portable
buildings, rent or have maintained security systems, computers and
other equipment, and provide pupil transportation services
Chapter 392-141 WAC Transportation State Allocation for
Operations
Chapter 392-143 WAC Transportation Specifications for School
Buses
Chapter 392-144 WAC School Bus Driver Qualifications
Chapter 392-145 WAC Transportation Operation Rules
RCW 28A.160.250 Supplemental transportation allocation Health
care and pension benefits.

Adoption Date: **July 31, 2024**
Classification: **Discretionary**
Prior Revised Dates: **10.00; 2.06; 06.07; 12/01/2011**

Commented [DV1]: New flexibility introduced by the phrase "unless otherwise allowed by law," which was not included in the previous policy.

Commented [DV2]:

Commented [DV3]: New policy emphasizes the district's "best judgment" rather than requiring formal approval from the SPI, representing a shift in procedural authority.

Commented [DV4]: While this section remains the same, the added emphasis on RCW compliance strengthens the contractor's legal obligations.

Commented [DV5]: New policy requires additional compliance with these specific statutes, including annual reporting obligations to the SPI, reflecting a broader scope of regulatory requirements.

Commented [DV6]: new policy removes additional empty cross-reference lines while retaining the main reference to Policy 6630 on "Driver Training and Responsibility."

Commented [DV7]: New policy requires additional compliance with these specific statutes, including annual reporting obligations to the SPI, reflecting a broader scope of regulatory requirements.

Policy: 6220
Section: 6000 - Management Support

Bid or Request for Proposal Requirements

The board recognizes the importance of:

- maximizing the use of district resources;
- the need for sound business practices in spending public money;
- the requirement of complying with state and federal laws governing purchasing and public works;
- the importance of standardized purchasing regulations; and
- the need for clear documentation.

I. Procurement and Public Works Using Non-Federal Funds

A. Furniture, Supplies, or Equipment

Whenever the estimated cost of furniture, supplies or equipment (except books) will cost:

- less than \$40,000, no competitive bidding process is required to make the purchase;
- between \$40,000 and \$75,000, the board will follow its informal competitive bidding procedure; and
- over \$75,000, the board will follow its formal competitive bidding process. by:

1. preparing clear and definite plans and specifications for such purchases;
2. providing notice of the call for formal bids by publication in at least one newspaper of general circulation in the district at least once each week for two consecutive weeks;
3. ensuring that the district takes steps to assure that when possible, the district will use small and minority businesses, women's business enterprises and labor surplus firms;
4. providing the clear and definite plans and specifications to those interested in submitting a bid;
5. requiring that bids be in writing;
6. opening and reading bids in public on the date and in the place named in the notice; and
7. filing all bids for public inspection after opening.

B. Use of Non-Federal Funds for Improvements or Repairs

The board may make improvements or repairs to district property through a district department without following the competitive bidding process if the total cost of improvements or repairs does not exceed \$75,000. If the board estimates that the total cost of a building, improvement, repair, or other public works project is \$100,000 or more, the board will follow its formal competitive bidding procedure outlined above, unless the contract is let using the small works roster process authorized by RCW 39.04.151 through 39.04.154 or under any other procedure authorized for school districts. There are no statutory bidding requirements for public works projects involving improvements or repairs that are under \$100,000. For projects in this range, the district may consider any of these options: using its small works roster process, under RCW 39.04.151 through 39.04.154; using an inter-local agreement or contract with a vendor of the district's choice, without any

Commented [DV1]: Tminorthe scope has expanded to include detailed federal procurement requirements and stronger provisions for equity in bidding.

Commented [DV2]: While the thresholds remain unchanged, the new policy adds requirements for participation by small, minority-owned, and women-owned businesses.

competitive process, under RCW 28A.335.190; or choosing to require quotes for the work to make the process more competitive.

C. Construction-related services

The board, when contracting for construction-related professional and personal services, shall include in bid documents language that encourages participation by minority or women-owned business enterprises. The services covered by this section include, but are not limited to, construction management services, value engineering services, and building commissioning services.

D. Exemptions

The board may waive bid requirements for purchases:

- clearly and legitimately limited to a single source of supply;
- involving special facilities or market conditions;
- in the event of an emergency;
- of insurance or bonds; and
- involving public works in the event of an emergency.

"Emergency" means unforeseen circumstances beyond the district's control that present a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury, or loss of life if immediate action is not taken.

The board may also waive bid requirements for making improvements to district property if it contracts with an eligible local organization, such as a chamber of commerce, service organization, or other community, youth, or athletic association. Such organizations may utilize non-paid volunteers for completing the projects. The total value of such contracts may not exceed the lesser of \$75,000 or \$2 per resident of the district in a calendar year.

Whenever the board waives bid requirements, the board will issue a document explaining the factual basis for the exception and record the contract for open public inspection.

E. Rejection of Bids

The board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call.

F. Interlocal Cooperation Act

In coordination with the Interlocal Cooperation Act, Chapter 39.34 RCW, the district may enter into cooperative purchasing agreements with other governmental entities or groups of governmental entities. These agreements may allow the district to purchase items using an existing agreement without going through the standard procurement bid requirements.

Prior to enactment of any agreement under this authority, the district will review the work of the governmental entity to ensure the following requirements are met:

1. The governmental entity conducted its own procurement process relating to the contract under consideration.
 - a. The awarding entity must maintain adequate documentation on the procurement process for the contract under consideration.
 - b. The awarding entity must have posted the bid notice on a website maintained by a public agency, purchasing cooperative, or other service provider, or posted a link on the state's web portal.
2. The contract contains language that it is open for use by other entities and is not expired.

Commented [DV3]: Tchildrhe policy has expanded to include more specific guidance on using small works rosters and interlocal agreements, ensuring compliance with procurement laws.

Commented [DV4]: The new policy defines emergencies more clearly and provides a process for issuing waivers, with documentation required for transparency.

3. The specifications laid out in the contract match the specifications identified by the district. Any options that are agreed to in the contract are available to the district; any options that are not agreed to in the contract are not allowed.
4. Any cooperative agreement for public works projects contains the same specifications and the scope of the work is essentially the same for the district as for the contract's signatory district.
5. Ensure the cost is reasonable based on a cost/price analysis.

Once the district has completed these steps, it may enter into an agreement with the other entity to utilize their contract. The contract must be signed by both parties prior to any procurement taking place on the part of the district.

G. Crimes Against Children

The board will include in any contract for services with an entity or individual other than an employee of the district a provision requiring the contractor to prohibit any employee of the contractor from working at a public school who has contact with children at a public school during the course of his or her employment and who has pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322. The contract shall also contain a provision that any failure to comply with this section shall be grounds for the district immediately terminating the contract.

Commented [DV5]: The expanded section with the specific reference to RCW 28A.400.322, and explainsexemp that non-compliance leads to immediate contract termination.

H. Women and Minority Owned Businesses

The district will ensure that it is providing every opportunity for businesses owned by women or minorities to submit bids on any contract. The district will maintain documentation of efforts to collect bids from women or minority-owned businesses as a part of the bidding process. The district will also ensure that any small works roster or similar list is open and available to participation by women or minority-owned businesses, and that such businesses on its small works roster are treated fairly and equally when requesting bids.

II. Procurement Using Federal Funds

A. Goods

When the district uses federal funds for procurement of textbooks, the allowable self-certification is \$50,000. When the district uses federal funds for procurement of **goods, including** furniture, supplies, and equipment:

- Purchases of \$10,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history, or other information and must document this determination. In addition, to the extent practical, purchases must be distributed equitably among suppliers.
- Purchases between \$10,000 and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$75,000 or more must be publicly solicited using its formal bidding procedure.

Commented [DV6]: This section introduces procurement thresholds for federal funds, including micro-purchase thresholds and rules for competitive and noncompetitive procurement.

Self-Certification

If during a given fiscal year, the district qualifies as a low-risk auditee in accordance with criteria in 2 C.F.R. § 200.520, as determined by the auditor, or has documentation it received a low risk assessment after an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, then the district may use the following Self Certification thresholds instead of the ones described above:

- Purchases of \$40,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history

or other information and must document this determination. In addition, to the extent practical, purchases must be distributed equitably among suppliers.

- Purchases between \$40,000 and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$75,000 or more must be publicly solicited using the district's formal bidding procedure.

If the district uses Self-Certification, the Superintendent will develop Self-Certification procedures to accompany this policy. Additionally, if the district qualifies for Self-Certification and wants to go above the \$40,000 or \$50,000 Self-Certification limits, the district reserves the right to seek approval for higher limits from OSPI.

B. Services

When the district uses federal funds for procurement of **services**:

- Purchases of \$10,000 or less do not require quotes. However, the district must consider price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, purchases should be distributed equitably among suppliers.
- Purchases between \$10,000 and \$250,000 must be procured using price or rate quotations from a reasonable number of qualified sources.
- Purchases of \$250,000 or more must be publicly solicited using the district's formal bidding procedure.

Self-Certification

If during a given fiscal year, the district qualifies as a low-risk auditee in accordance with criteria in 2 C.F.R. § 200.520, as determined by the auditor, or has documentation it received a low risk assessment after an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, then the district may use the following Self-Certification thresholds instead of the ones described above:

- Purchases of \$50,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, purchases should be distributed equitably among suppliers.
- Purchases between \$50,000 and \$250,000 must be procured using price or rate quotations from a reasonable number of qualified sources.
- Purchases of \$250,000 or more must be publicly solicited using sealed bids or requests for proposals.

If the district uses Self-Certification, the Superintendent will develop Self-Certification procedures to accompany this policy. Additionally, if the district qualifies for Self-Certification and wants to go above the \$40,000 or \$50,000 Self-Certification limits, the district reserves the right to seek approval for higher limits from OSPI.

C. Noncompetitive Procurement

Noncompetitive procurement may be used only when one of the following five circumstances applies:

- Acquiring property or services that do not exceed \$10,000 [or in the case of a school district who qualifies as a low-risk auditee in accordance with criteria in 2 C.F.R. § 200.520 or has documentation of an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, \$40,000];
- The item is only available from a single source;

Commented [DV7]: The new policy introduces detailed rules for using noncompetitive procurement in emergencies or when only one source is available.

- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The awarding agency (e.g., OSPI) authorizes noncompetitive procurement in response to a written request from the district; or
- After solicitation of a number of sources, competition is determined inadequate.

The district must maintain documentation supporting the applicable circumstance for noncompetitive procurement.

D. Cost/Price Analysis

The district will perform a cost or price analysis in connections with every procurement action in excess of the federal simplified acquisition threshold, currently set at \$250,000 or other limits identified in 48 CFR 2.101, including contract modifications. The method and degree of analysis is dependent on facts surrounding the procurement situation, but should include, as a starting point, independent estimates before receiving bids or proposals. In cases where no price competition exists ~~and in all cases~~ **and, in all cases**, where the district performs the cost analysis, profit must be negotiated as a separate element in the process. To ensure profit is fair and reasonable, consideration must be given to the complexity of the work performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performances, and industry standard profit rates in the surrounding geographical area.

Costs or prices based on estimated costs for contracts are allowed only to the extent that the costs incurred or cost estimates would be allowable under 2 CFR 200.400 - .476.

E. Suspension and Debarment

Before entering into federally funded vendor contracts for goods and services that equal or exceed \$25,000 and any subcontract award, the district will ensure the vendor is not suspended or debarred from participating in federal assistance programs.

Commented [DV8]: This section is new and prohibits employees or agents from engaging in procurement if they have a conflict of interest. It also requires checking vendors for suspension or debarment before awarding contracts over \$25,000 using federal funds.

F. Conflict of Interest

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization that employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No employee, officer, or agent of the district may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Violation of these standards may result in disciplinary action including, but not limited to, suspension, dismissal, or removal.

G. Interlocal Cooperation Act

In coordination with the Interlocal Cooperation Act, Chapter 39.34 RCW, the district may enter into cooperative purchasing agreements with other governmental entities or groups of governmental entities. These agreements may allow the district to purchase items using an existing agreement without going through the standard procurement bid requirements.

Commented [DV9]: The new policy requires detailed documentation for federal procurement, including noncompetitive procurement justifications and conflict of interest mitigation.

Prior to enactment of any agreement under this authority, the district will review the work of the governmental entity to ensure the following requirements are met:

1. The governmental entity conducted its own procurement process relating to the contract under consideration.
 - a. The awarding entity must maintain adequate documentation on the procurement process for the contract under consideration.
 - b. The awarding entity must have posted the bid notice on a website maintained by a public agency, purchasing cooperative, or other service provider, or posted a link on the state's web portal.
 - c. The contracting agency must ensure that it met any procurement requirements laid out in 2 CFR §200.317 – 200.327.
2. The contract contains language that it is open for use by other entities and is not expired.
3. The specifications laid out in the contract match the specifications identified by the district. Any options that are agreed to in the contract are available to the district; any options that are not agreed to in the contract are not allowed.
4. Any cooperative agreement for public works projects contains the same specifications and that the scope of the work is essentially the same for the district as for the contract's signatory district.
5. Ensure the cost is reasonable based on a cost/price analysis.
6. The district must verify that the awarding entity is neither suspended nor debarred from participating in federal assistance programs.
7. The district must also verify that the contract contains all contract provisions described in 2 CFR §200.327 and Appendix II to Part 200.

Once the district has completed these steps, it may enter into an agreement with the other entity to utilize their contract. The contract must be signed by both parties prior to any procurement taking place on the part of the district.

H. Women and Minority-Owned Businesses

The district will ensure that it is providing every opportunity for businesses owned by women or minorities to submit bids on any contract. The district will maintain documentation of efforts to collect bids from women or minority-owned businesses as a part of the bidding process. The district will also ensure that any small works roster or similar list is open and available to participation by women or minority-owned businesses, and that such businesses on its small works roster are treated fairly and equally when requesting bids. The district will also include language requiring any prime contractor that employs subcontractors to show proof that it provides equal opportunity for bidding to women or minority-owned businesses.

I. Federal Agency or Pass-Through Entity Review

The district will maintain records of all purchases made using Federal funds and shall provide any and all documentation to the Federal awarding agency or the state pass-through entity for compliance with all rules and regulations.

III. Procedures

The superintendent or designee will establish bidding and contract awarding procedures consistent with state and federal law.

Legal References:

RCW 28A.335.190 Advertising for bids Competitive bid
 procedures Purchases from inmate work programs
 Telephone or written quotation solicitation, limitations
 Emergencies

RCW 28A.400.330 Crimes against children Contractor employees
Termination of contract
RCW 39.04.155 Small works roster contract procedures Limited
public works process Definition
RCW 39.04.280 Competitive bidding requirements Exemptions
RCW 39.26.160 Bid Awards - Considerations - Requirements and criteria
to be set forth - Negotiations - Use of enterprise vendor registrations
and bid notification system
RCW 39.30.060 Bids on public works Identification, substitution
of contractors
Chapter. 39.34 RCW Interlocal Cooperation Act
2 CFR Part 200 Uniform Administrative Requirements, Cost
Principles, and Audit Requirements for Federal Awards
2 CFR 200.67 Micro-purchase
2 CFR 200.88 Simplified Acquisition Threshold
2 CFR 200.318 General Procurement Standards
2 CFR 200.320 Methods of Procurement to be Followed
2 CFR 3485 Nonprocurement Debarment and Suspension
2 CFR 200.520 Criteria for a low-risk auditee
2 CFR 200.324 Contract Cost and Price
2 CFR 200.321 Contracting with small and minority businesses,
women s business enterprises, and labor surplus area firms.
2 CFR 200.325 Federal awarding agency or pass-through entity review.

Management Resources:

- 2021 - December Issue
- 2020 - December Issue
- 2019 - January 2019 - January Policy Alert
- 2018 - August Issue
- 2017 - July Issue
- 2016 - March Issue
- 2015 - October Policy Issue
- 2015 - June Policy Issue
- 2013 - June Issue
- 2012 - April Issue
- 2011 - February Issue
- Policy News, October 2005 Competitive Bid Process Changes
- Policy News, June 2001 Legislation Further Simplifies Bid Compliance

Last Revised: **July 31, 2024**

Classification: **Essential**

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Policy: 6220P
Section: 6000 - Management Support

Procedure - Bid or Request for Proposal Requirements

Informal Competitive Bidding

For purchases of goods or services, other than public works, that fall within the district's range for informal bidding, the following process will be used.

1. The district will reach out to various sources to obtain quotations for the goods or services to be purchased.
2. The district will get quotations from no less than three different sources.
3. If there are not three sources available, the district will record the attempts to contact all available sources and document the limited number of sources.
4. Quotations shall be documented and be available for the public to review following the awarding of the contract.

Formal Competitive Bidding Process

The following procedures will be in effect for purchasing and public works through the bidding or request for proposal process:

1. The district will prepare clear and definite plans or specifications for the goods or services to be purchased.
2. The district will provide notice of the call for formal bids by publication in at least one newspaper of general circulation in the district once a week for two consecutive weeks.
 1. The notice will direct potential bidders to full bid requirements.
 2. The notice will provide notice of how sealed bids are to be received.
 3. The notice will also include information about the date, time, and place where bids will be opened.
3. The district will publicly open and read formal bids on the date, time, and place named in the notice and then will file the bids for public inspection. Any interested member of the public may attend the bid opening. It will be the bidder's sole responsibility to see that the district receives his/her bid prior to the time set for opening of bids. The district will return any bid received after the time set for opening the bids to the bidder unopened and without consideration. The district will accept proposals in the place named and no later than the date and time named in the notice;
4. Formal bid or proposal tabulations may be presented at a meeting of the board for study purposes;
5. The board will award a formal contract on the basis of staff recommendations;
6. Specifications using brand names and manufacturers' catalog numbers are for identifying and establishing a quality standard. The board may consider bids or proposals on equal items providing the bidder or proposer specifies brand and model and furnishes descriptive literature. The board will condition its acceptance of alternative "equal" items upon its inspection and testing after receipt. If the board does not find the items to be equal, the board will return the items at the seller's expense and cancel the contract;
7. The district will reserve the right to reject any or all bids or proposals, waive any formalities, and/or irregularities, and cancel the solicitation, if a reason exists;

1. The district may reject bids by resolution; and
 2. Provide notice of acceptance of further bids in the same manner as the original notice.
8. On construction projects, the bidder will include a notarized statement agreeing to comply with prevailing wage and affirmative action requirements. The bidder will also provide payment and performance bonds.
 9. For public works projects estimated to cost \$350,000 or less, the superintendent or designee may solicit bids by telephone, electronic or written quotations from contractors on the appropriate small works roster. The district will not break a project into units or phases in order to come within the scope of the small works roster process or limited public works process. Each year, the district will publish a notice of opportunity regarding the small works roster in at least one newspaper of general circulation in the district and then revise the small works roster accordingly. The district will also add responsible contractors to the small works roster any time a contractor submits a written request and necessary records. The application form shall be designed to collect such information as (1) name of contractor, (2) state of Washington contractor's license number, (3) bonding verification, (4) liability insurance coverage, (5) related contracts completed, and (6) references (bond and clients). Contractors desiring to be placed on or remain on the small works roster are required to keep current records of applicable licenses, certifications, registrations, bonding, insurance, or other appropriate matters on file with the district.

Small Works Process

For public works contracts that are under \$350,000 exclusive of state sales tax, the district may utilize a small works roster for the project.

In establishing the small works roster, the district must require contractors wishing to be placed on the roster to indicate if they are women, minority, or veteran-owned, or meet statutory definitions of a small business. The district will either create its own small works roster or it may, through interlocal agreements, use small works rosters created by another district or governmental entity.

All solicitation for bids or direct contracts shall include a scope of work that includes the nature of the work as well as materials and equipment to be furnished. It is not necessary to have detailed plans and specifications.

For any work being done through a small works roster, the district will secure written or electronic quotations to ensure that a competitive price is obtained. The district will award the contract to the lowest responsible and responsive bidder. For small works contracts under \$150,000 not including sales taxes, the district may directly contract with a contractor meeting the statutory definition of a small business as follows:

1.
 1. If the district's small works roster has six or more small businesses, the district must rotate through the businesses on the roster and must utilize different contractors for different projects.
 2. If there are five or fewer small businesses on the roster, the district may choose to directly contract with any of the businesses.
 3. In all cases, the district must contact any small, minority, women, or veteran-owned businesses on the roster when using this method.

If the contract is under \$5,000, there is no requirement for retainage or performance bonds. For any other small works process, the district may waive or reduce the retention

requirements by assuming the liability for any non-payment of labors, mechanics, subcontractors, material persons, suppliers, taxes and any penalties relating to these.

The following will be in effect for purchasing and public works awards:

- A. The contract for the work or purchase shall be awarded to the lowest responsible bidder as described in RCW 39.26.160(2), but the board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call. In determining whether the bidder is a responsible bidder under RCW 39.26.160(2), the district must consider the following elements:
 1. The ability, capacity, and skill of the bidder to perform the contract or provide the service required;
 2. The character, integrity, reputation, judgment, experience, and efficiency of the bidder;
 3. Whether the bidder can perform the contract within the time specified;
 4. The quality of performance of previous contracts or services;
 5. The previous and existing compliance by the bidder with laws relating to the contract or services;
 6. Whether, within the three-year period immediately preceding the date of the bid solicitation, the bidder has been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment entered by a court of limited or general jurisdiction to have willfully violated any provision of chapter 49.46, 49.48, or 49.52 RCW, as defined in RCW 49.48.082. Before awarded a contract, a bidder shall submit to the district a signed statement in accordance with RCW 9A.72.085, verifying under penalty of perjury that the bidder is in compliance with the responsible bidder criteria requirement of this subsection of RCW; and
 7. The district may secure such other information as may have bearing on the decision to award the contract.
- B. Before award of a public works contract, a bidder must meet the following responsibility criteria to be a responsible bidder and qualified for award of a public works project. The bidder must:
 1. At the time of bid submittal, have a certificate of registration in compliance with chapter 18.27 RCW;
 2. Have a current state unified business identifier number;
 3. If applicable, have industrial insurance coverage for the bidder's employees working in Washington as required in Title 51 RCW; an employment security department number, as required in Title 50 RCW; and a state excise tax registration number, as required in Title 82 RCW;
 4. Not be disqualified from bidding on any public works contract under RCW 39.06.010 or 39.12.065(3);
 5. If bidding on a public works project subject to the apprenticeship utilization requirements in RCW 39.04.320, not have been found out of compliance by the Washington State Apprenticeship and Training Council for working apprentices out of ratio, without appropriate supervision, or outside their approved work processes, as outlined in their standards of apprenticeship under chapter 49.04 RCW for the one-year period immediately preceding the date of the bid solicitation;
 6. Until December 31, 2013, not have violated RCW 39.04.370 more than one time as determined by the Department of Labor and Industries; and

7. Within the three-year period immediately preceding the date of the bid solicitation, not have been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment entered by a court of limited or general jurisdiction to have willfully violated, as defined in RCW 49.48.082, any provision of chapter 49.46, 49.48, or 49.52 RCW (before award of a contract, a bidder shall submit to the district a signed statement in accordance with RCW 9A.72.085 verifying under penalty of perjury that the bidder is in compliance with the responsible bidder criteria requirement of this subsection).
- C. For any public works contract, the district shall retain a portion of the amount paid to the contractor, based on the following guidelines:
 1. For any contract awarded using the small works roster procedure that is valued under \$5,000, the district may waive retainage.
 2. For any contract under \$150,000, the district may retain ten percent (10%) of the contract in lieu of a payment and performance bond.
 3. For any other contract, the district will retain five percent (5%) of the contract until such time as the project has been accepted as complete and all liens released.
 4. The contractor may submit a bond to cover amounts that would otherwise be retained by the district.
 5. Amounts retained by the district will either:
 - a. Be held in a fund by the district;
 - b. Be deposited in an interest-bearing account for the contractor; or
 - c. Be deposited in an escrow account for the investment in bonds and securities as identified by the contractor.

In addition to the bidder responsibility criteria, the district may adopt relevant supplemental criteria in accordance with RCW 39.04.350(3) for determining bidder responsibility, applicable to a particular project with which the bidder must meet.

Formal written contracts will be prepared for all major construction and repair projects. After a majority of the board votes to approve a contract, the board president/chair and secretary sign the contract on behalf of the board and record the action in the minutes. All contracts will provide that, in the event that the district files suit to enforce the terms of the contract, the venue will be the county where the district is located. All contracts will also provide that if the district is successful in the suit, the court may order reimbursement of the district's attorney fees and court costs, as the court deems reasonable. Any contract for services with an entity or individual other than an employee of the district shall include a provision requiring the contractor to prohibit any of its employees who has pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322 and who would have contact with children at a public school during the course of his or her employment from working at a public school. The contract shall also contain a provision that any failure to comply with this section shall be grounds for the district immediately terminating the contract.

When purchases are made with Federal funds, the district will follow these additional guidelines and procedures.

1.
 1. The district will, to the greatest extent practicable, ensure that goods, products, or materials are produced in the United States (2 CFR 200.322).
 2. When bids or competitive solicitation is required, the district will ensure that the requirements are not written in such a way as to prevent competition, such as specifying a name brand of item (2 CFR 200.319).

3. The district will ensure that there are enough qualified sources to ensure maximum open and free competition, and that potential bidders are not unjustly precluded from bidding (2 CFR 200.319).
4. All contracts shall include the following provisions in the contract language, as applicable (2 CFR Appendix II to Part 200):
 - A. It must address remedies for instances where contractor violate the terms of the contract.
 - B. If in excess of \$10,000, it must include language addressing termination for cause.
 - C. It must include an Equal Employment Opportunity clause.
 - D. If the contract is for a public work project, language that the Davis-Bacon Act will be followed, mandating that laborers and mechanics shall be paid at the prevailing wage rate.
 - E. If the contract is in excess of \$100,000, language must be included for overtime payments for laborers and mechanics who work in excess of 40 hours per week, and that they will not be required to work in unsanitary, hazardous, or dangerous conditions.
 - F. If the contract is in excess of \$150,000, it must include language that requires adherence to the standards of the Clean Air Act and the Federal Water Pollution Control Act.
 - G. That the contractor, and any subcontractors, are not suspended or debarred from receiving Federal funding.
5. If the district is using Federal funds for a construction or public works project, the district will ensure the contractor pays prevailing wages pursuant to the Davis-Bacon Act (40 USC 3141 *et seq.*, 29 CFR 5.5). This includes receiving and retaining certified payroll records from the contractor and any subcontractor(s) on the project.

When procuring food for all child nutrition-related programs, the district will follow these additional guidelines.

1. Purchases of food should include, to the maximum extent possible, items that meet the requirements of being domestically grown or substantially produced in the United States. Substantially produced means over 51% of the processed food comes from products produced in the United States.
2. The district may include language providing for a preference for unprocessed food purchased for child nutrition program to be grown locally.
 - a. "Locally" shall include "Washington grown" in accordance with RCW 15.64.060.
 - b. "Unprocessed" means the food that is delivered to the district retains its inherent character, as defined in 7 CFR 210.22(g)(2), 7 CFR 215.14a(e), 7 CFR 220.16(f)(2), 7 CFR 225.17(e)(2), and 7 CFR 226.22(n)(2), as applicable to the appropriate program.
 - c. Such language preference may include a provision to award contracts to companies that are not the lowest responsive, responsible bidder in an effort to meet these provisions.

To the extent it is practicable to do so, the district will ensure that materials purchases of supplies made with Federal funds contain the highest levels of recovered materials possible, under the Solid Waste Disposal Act.

Classification: **Essential**

Prior Revised Dates: **06.00; 06.01; 10.05; 12.09; 12.11; 07.17; 08.18; 12/01/2019; 07/24/2023**

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Policy: 6550
Section: 6000 - Management Support

Capitalization Threshold for Leases and Subscription-Based Information Technology Arrangements (SBITAs)

The Lind and Ritzville School Boards acknowledges that the Governmental Accounting Standards Board (GASB) has issued Statements 87 and 96, covering Leases and Subscription-Based Information Technology Arrangements (SBITAs). Within the guidelines of these Statements, the district may establish a liability threshold for reporting either a lease or a SBITA that are considered to be *de minimis* when compared to the district's financial capacity. These leases or SBITAs must have a maximum possible term of greater than one year to be included.

For the purpose of this policy, the following definitions are used, in accordance with the Statements referenced above:

1. A *lease* is a contract which conveys control of the right to use another entity's nonfinancial asset for the time specified in the contract for an exchange or exchange-like transaction.
2. A *subscription-based information technology arrangement (SBITA)* is a contract that conveys the right to use another entity's software, alone or in combination with tangible capital assets, for the time specified in the contract for an exchange or exchange-like transaction.

The value of leases or SBITAs under this policy will be determined using the methodology outlined in the original Statements and current accepted industry practice.

For capitalization purposes, those leases or SBITAs with total payments that equal or exceed \$20,000 and have a maximum possible term in excess of one year will be capitalized and recorded as a liability on the district's Schedule of Long-Term Liabilities in accordance with the Accounting Manual for School Districts in the State of Washington. Any lease or SBITA that does not meet this threshold, or which has a maximum term of less than one year, will not be reported on the district's Schedule of Long-Term Liabilities.

Legal References:

GASB Statement No. 87, Leases, Issued 06/17
GASB Statement No. 96, Subscription-Based Information
Technology Arrangements, Issued 05/20

Adoption Date: **July 24, 2023**
Last Revised: **December 21, 2023**
Classification: **Encouraged**



Lind-Ritzville Cooperative Schools

"Achieving success together"



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November 2024 Annual Report to the School Board.

Prepared by Superintendent Don Vanderholm

The **Annual Report** (see: Policy, 4001- *Public Information* and 2106 - *Program Compliance*) summarizes the activities of the districts and provides recommendations for improving student learning and operations. Following approval, it will be shared publicly via the Cooperative website.

Summary of Activities

1. Safeguarding Permanent Records

The district continues to follow Washington State Public Records Retention Manual guidelines to secure student and school records. Policies 3231, 4000, and 4040 guide these efforts. Digital backups have been regularly maintained, and staff have completed training on proper records management practices.

2. Instructional Supervision

Instructional practices align with the Washington State Teacher/Principal Evaluation Program (TPEP). Staff evaluations utilize the Marzano framework, focusing on professional growth. Regular feedback loops ensure alignment with instructional goals.

3. Instructional Materials

Current instructional materials are available across required courses of study. This year, we completed the adoption of a unified K-5 English Language Arts (ELA) curriculum. The K-5 English Language Arts (ELA) curriculum adopted by the Lind-Ritzville Cooperative Schools is the Core Knowledge Language Arts (CKLA) program. CKLA is a comprehensive and research-based curriculum designed to build strong foundational literacy skills while fostering a deep understanding of diverse topics across history, science, literature, and the arts. CKLA emphasizes evidence-based practices, including systematic phonics for early learners and the integration of listening, speaking, reading, and writing activities. This approach ensures students not only become proficient readers but also engage in meaningful, content-rich learning experiences that prepare them for academic success.

4. Counseling and Testing Services

PreK-12 students have access to robust counseling and mental health services. With additional funding from local sources, the Cooperative employs three full-time counselors, who also collaborate with external agencies to address the growing mental health needs of students. Comprehensive career and college counseling workshops were conducted for grades 9-12. Additionally, the district utilizes trauma-informed practices, equipping staff to support students facing challenging circumstances.

District-wide testing adhered to state requirements, and the use of interim assessments provided teachers with actionable data to improve instruction.

5. Learning Resources Program

Specialized programs like Special Education, Title I, LAP, and Highly Capable services are rigorously maintained. These programs supported many students this year, with targeted interventions addressing academic gaps. Professional development for staff included training on differentiated instruction and equity in access to learning resources. Additionally, the district secured funding to expand the availability of technology in classrooms, ensuring all students have access to digital learning tools.

A notable accomplishment was the introduction of a new STEM module for middle schoolers, emphasizing innovation and problem-solving. This included a Lego Robotics program, where students engaged in hands-on learning to design, build, and program robots. The program not only developed critical thinking and teamwork skills but also inspires students to explore future opportunities in science, technology, engineering, and math (STEM) fields.

6. Facilities and Safety

Annual safety reviews ensure facilities meet educational program needs. Recent safety upgrades include HVAC improvements and updated emergency protocols. Risk management specialists from ESD 101 have conducted audits, with recommendations implemented promptly. The district maintains secure entry systems at all four main school buildings to enhance student safety.

7. Health and Safety

Student health services remain a priority. Staff completed required training by September 30, 2023. The Cooperative nurse delivered specialized training on diabetes, allergies, and emergency response. We maintain a partnership with a local health provider to facilitate on-site speech, occupational and physical therapy services. Safety committees addressed campus-specific concerns throughout the year, and both safety week and monthly safety drills reinforced emergency preparedness.

8. Policy Accessibility

Current policies are accessible on the district website and in student handbooks. Updates to graduation pathways and discipline standards were communicated to families and stakeholders as required.

9. Non-Discrimination Compliance

The district complies with state and federal non-discrimination policies (Policy 3210). Statements and related policies are visible in official documents and on the district website.

10. Student Discipline

Principals collaborated with staff to establish and enforce discipline policies. Positive Behavior Intervention Systems (PBIS) remain active in schools, with reinforcement of expectations throughout the year. The district integrates restorative justice practices to address behavioral challenges while fostering accountability and empathy among students.

11. Graduation Requirements

Graduation pathways were expanded this year, with new opportunities in Career and Technical Education (CTE) and mastery-based learning credits. High school seniors participated in capstone projects aligned with their career interests, reflecting the district's emphasis on personalized education. Policy 2413 updates have been shared with families, clarifying the options available to meet graduation requirements.

12. Title I Compliance

Equity in staffing and resources across Title I-funded schools continues. The Title I plan received OSPI approval, confirming compliance with federal standards.

Additional Highlights:

- **Budget:** The 2023-2024 budgets were approved and certified by OSPI and ESD 101.
- **Grants:** Over \$1.2 million in grant funding was secured for initiatives including technology upgrades and student mental health services.
- **Community Engagement:** The district hosted Cooperative Family Nights, which included screenings of the impactful *"Screenagers"* films, addressing important topics such as screen time and mental health. Additionally, a presentation on the Threat Assessment process provided families with valuable insights into school safety protocols and resources.
 - The Cooperative Site Team played an essential role this year, offering valuable input and perspectives that informed decision-making on curriculum, safety, and student engagement strategies.
 - Beloved annual traditions like Candy Cane Lane and the Back-to-School BBQ in the Park brought students, families, and staff together to foster a sense of community and enthusiasm for the school year.

Recommendations for Improving Student Learning and Operations:

The following recommendations are proposed to enhance student learning and district operations:

1. **Expand Early Learning Opportunities:**
Build upon existing early childhood programs by continuing to seek additional funding

for an early learning center. Enhance professional development for PreK and K-2 teachers to ensure strong foundational literacy and numeracy skills for all students.

2. **Strengthen Support for Mastery-Based Learning:**

Continue professional development and collaborative planning opportunities to support the shift toward Mastery-Based Learning. Encourage curricular integration and alignment with primary standards to make learning meaningful and engaging for students.

3. **Enhance Student Mental Health Resources:**

Expand partnerships with mental health providers to increase access to counseling services. Provide additional training for staff on trauma-informed practices and de-escalation techniques to support students' social-emotional needs.

4. **Increase Access to STEM Opportunities:**

Build on the success of programs like Lego Robotics by expanding more STEM-based extracurricular activities, such as coding clubs, to foster innovation and engagement.

5. **Improve Communication Channels:**

Streamline communication between the district and families by improving or expanding tools such as centralized messaging platforms. This can enhance the timely dissemination of critical information, particularly in crisis situations.

6. **Bolster Student Engagement through Family and Community Partnerships:**

Build upon initiatives like Cooperative Family Nights and other family-oriented events to strengthen school-community connections. Use these events to provide learning resources and foster discussions about student success strategies.

7. **Focus on Retention and Recruitment of High-Quality Staff:**

Leverage feedback from staff surveys to address workload concerns and increase opportunities for staff collaboration and recognition. Offer targeted recruitment efforts to attract highly qualified candidates to fill key vacancies, particularly in high-need areas such as special education and STEM.

8. **Update Facilities and Technology Infrastructure:**

Refined the district-wide facilities assessment to identify and prioritize areas for improvement. Increase investment in classroom technology to provide equitable access to digital learning tools.

9. **Support for High-Impact Safety Practices:**

Continue staff training on threat assessment protocols and emergency preparedness. Build on family education efforts regarding safety measures to foster a community-wide understanding of shared safety responsibilities.

10. **Strengthen Student Assessment Practices:**

Provide additional training for teachers on analyzing assessment data to inform instruction. Explore ways to integrate formative assessments into everyday classroom practices for more personalized learning experiences.

This report reflects the ongoing commitment of Lind-Ritzville Cooperative Schools to achieving success together. Thank you for the opportunity to serve our students, families, and community again this year.

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