

Lind-Ritzville Cooperative Schools
Regular Board Meeting – October 28, 2024 - 6:30 PM - LRHS Collaboration Room
Board Study Session 6:00 PM - LRHS Collaboration Room

RITZVILLE

Flag Salute

1. Call to Order and Verification
2. Approval September 23, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$259,508.72
 - b. Transportation Cooperative Accounts Payable - \$72,884.64
 - c. Associated Student Body Fund Accounts Payable - \$17,679.16
 - d. Payroll for October 31, 2024 - \$442,727.79
 - e. Accept Recommendation for MS Assistant Wrestling Coach - Walter Crow
 - f. Accept Recommendation for HS Golf Coach - Bryce Court

LIND

1. Call to Order and Verification
2. Approval September 23, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$ 112,542.03
 - b. Transportation Cooperative Accounts Payable - \$72,884.64
 - c. Associated Student Body Fund Accounts Payable - \$726.58
 - d. Payroll for October 31, 2024 - \$354,616.98
 - e. Accept Recommendation Migrant Recruiter/Records Clerk - Yesenia Herrera
 - f. Accept Recommendation for MS Assistant Wrestling Coach - Walter Crow
 - g. Accept Recommendation for HS Golf Coach - Bryce Court

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
7. Superintendent's Report
8. Public Comment
9. Policy Review & Emerging Issues
 - i. ***Second Reading and Approval*** - 3432 Emergencies
 - ii. ***Second Reading and Approval*** - 3246 Restraint, Isolation, And Other Uses of Reasonable Force

- iii. **Approval** of Resolution 2024-25 01 Minimum 180-Day School Year Waiver (**Ritzville**)
 - iv. **Approval** of Resolution 24-25 01 Minimum 180-Day School Year Waiver (**Lind**)
 - v. **First Reading** - 6690 Contracting for Transportation Services
 - vi. **First Reading** - 6220 Bid or Request for Proposal Requirements
 - vii. **First Reading** - 6550 Capitalization Threshold for Leases and Subscription-Based Information Technology Arrangements (SBITAs)
 - vii. **Approval** of MBLC Fellows Program- Written consent for the Superintendent to undertake other professional duties (**Lind & Ritzville**)
- 10. Finance
 - 11. Other Reports
 - 12. Board Director Reports
 - 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
September 23, 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 Middle School Collaboration Room on September 23, 2024. The following members were in attendance:

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

Ritzville School Board Members:	Erin Repp	Tia Kubik
	Scott Carruth	

Lind Chair Labes led the Pledge of Allegiance.

Lind Chair Labes called the Lind School Board meeting to order at 6:30 P.M. Director Williamson was excused.

Lind Director Weidemann moved to approve the August 26, 2024 Regular Board Meeting minutes. Director Schmunk seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Schmunk moved to approve the agenda. Lind 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 Consent Agenda as follows: General Fund Accounts Payable - \$58,210.93, Transportation Cooperative Accounts Payable - \$30,859.05, Associated Student Body Fund Accounts Payable - \$0, Capital Projects Accounts Payable - \$463.41, Payroll for September 30, 2024 - \$345,567.74, Accept Recommendation of HS Volleyball C Team Coach - Grace Fedie , Accept Recommendation of MS Volleyball Assistant Coach - Rene Arlt, Accept Recommendation of HS Cross Country Coach - Kevin Proszek, Approve non-substantial editorial revisions and changes to policy 2410 - High School Graduation Requirements, Approve non-substantial editorial revisions and changes to policy 5404 - Family, Medical, and Maternity Leave. Lind Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Chair Repp called the Ritzville School Board meeting to order at 6:32 P.M. with Director Kubik joining by phone to establish a quorum. Director Phillips was excused.

Ritzville Director Carruth moved to approve the August 26, 2024 Regular Board Meeting minutes. Director Kubik seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Kubik 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 Carruth moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$88,697.84, Transportation Cooperative Accounts Payable - \$30,859.05, Associated Student Body Fund Accounts Payable - \$7,134.47, Payroll for September 30, 2024 - \$439,740.10, Accept Recommendation of HS Volleyball C Team Coach - Grace Fedie, Accept Recommendation of MS Volleyball Assistant Coach - Rene Arlt, Accept Recommendation of HS Cross Country Coach - Kevin Proszek, Accept Recommendation of RGS Preschool/SPED Paraprofessional - Aydriann Martel, Approve non-substantial editorial revisions and changes to policy 2410 - High School Graduation Requirements, Approve non-substantial editorial revisions and changes to policy 5404 - Family, Medical, and Maternity Leave. Ritzville Director Kubik 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 Superintendent of Public Instruction Reykdal submitted his budget request to the state. It was noted that currently, forty-three percent of the state budget goes to fund education whereas in 2019 it was fifty percent. Right now, the state is not fully funding basic education. The focus will be to increase funding for MSOC, special education and transportation.

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 Friday Kickstart meetings, class officers, fall sports and upcoming events. She gave a staff shout-out to Mrs. Nichols and Mr. Hodgson for working hard and helping prepare students for graduation.

Principals' Report

FBLA Advisor, Steve Greenwalt, along with FBLA members Brix Curtis and Jackson Nichols shared their experiences at the FBLA National Conference which was held in Orlando, FL this past summer. They reported that Brix Curtis earned fourth place in Sales. They thanked the board for their support and would like to have more members qualify for Nationals this year.

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

Cooperative Report

Facilities and Grounds Supervisor, Zach Gardner, reported on summer projects and they are already starting to prep for winter weather. He also spoke about the middle school football field and Lind Elementary playground and the steps that were taken to water and regrow the grass. He reported that although they did not get the results he was hoping for, the middle school football team is using the field for practice and home games. Mr. Gardner shared they will reseed bare spots and work on sprinklers, but being able to use more water would make the

biggest impact. Mr. Vanderholm shared that the district has pre-applied for a federal FEMA grant that would fund areas of zero-scape in Lind, more water then could go towards football and play fields.

Superintendent Vanderholm shared some great grant news, although it will still need to be approved through the State budget, the district was awarded the ELF grant for \$830,000 to help fund the childcare facility. He explained there are some other funding pieces that still need to fall into place and that he met with the city of Ritzville to discuss partnering for the required matching funds. The next step will be to present to the Ritzville City Council.

Other items shared included the Annual Safety Assessment was conducted with the emphasis of developing communication and coordination with outside agencies for support during a crisis or major event. Mr. Vanderholm shared that the district needs to practice better communication within the district for every drill. He also shared that the administration team reviewed the Strategic Learning Plan and how they are going to support it in their buildings.

Public Comment - There was no public comment.

Policy Review & Emerging Issues

After the second reading, Lind Director Weidemann moved for Approval of Policy 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited. Lind Director Schmunk seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Ritzville Director Carruth moved for Approval of Policy 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited. Ritzville Director Kubik seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Lind Director Schmunk moved for Approval of Policy 3206 Pregnant and Parenting Students. Lind Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Ritzville Director Carruth moved for Approval of Policy 3206 Pregnant and Parenting Students. Ritzville Director Kubik 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 3230 Searches of Students and Student Privacy. Lind Director Weidemann seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Ritzville Director Carruth moved for Approval of Policy 3230 Searches of Students and Student Privacy. Ritzville Director Kubik seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Weidemann moved to Approve FFA Out of State Travel per Board Policy 2320. Lind Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Carruth moved to Approve FFA Out of State Travel per Board Policy 2320. Ritzville Director Kubik seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Starring moved to Approve Out of Endorsement Teaching Assignments . Lind Director Weidemann seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Kubik moved to Approve Out of Endorsement Teaching Assignments. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

There was a first reading of 3432 Emergencies.

There was a first reading of 3246 Restraint, Isolation, And Other Uses of Reasonable Force.

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

Other Reports - Superintendent Vanderholm shared that he wanted the Boards to be aware that the Adams County Journal reported on the Eastmont School District is proposing an amendment to the Washington Interscholastic Activities Association to create an open division in sports for transgender and nonbinary athletes. Other school districts have signed on in support of this amendment. At this time, the Lind and Ritzville School Districts have not been asked to sign on.

Board Member Reports - There was nothing to report.

There being no further business, the Lind and Ritzville School Board meeting was adjourned at 7:41 PM.

Chairman/Date

Chairman/Date

Secretary to the Board

Fwd: New Coaching Hires

1 message

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

Mon, Oct 21, 2024 at 10:50 AM

----- Forwarded message -----

From: **Dustan Arlt** <darlt@lrschools.org>

Date: Fri, Oct 18, 2024 at 6:38 AM

Subject: New Coaching Hires

To: Don Vanderholm <dvanderholm@lrschools.org>, Don Walker <dwalker@lrschools.org>, Kevin Terris <kterris@lrschools.org>, Kris Robbins <krobbins@lrschools.org>, Tina Schuler <tschuler@lrschools.org>, Brook Ferderer <bferderer@harringtonsd.org>, Shannon Billigmeier <sbilligmeier@sprague.wednet.edu>, Will Christianson <wchristianson@tucna.wednet.edu>

Keith Johnston (MS Wrestling head coach & HS assistant) and I have met with Walter Crow for the open MS wrestling coaching position. I would like to recommend hiring Walter for this position. We currently have about 25 athletes signed up for MS wrestling.

Walter has previously been an assistant coach with the MS and HS wrestling program in past years and has been a coach in our youth wrestling program for many years. He has also been an assistant track coach here in the past for a couple years. He is a Lind resident and has 2 sons currently in MS that both wrestle.

Tina, please let me know what you need from Walter. He has been a paid coach in the past, so you might already have most of the information that you need?

We have a person interested in the open Golf position and assistant HS girls basketball position. I am hoping to get those filled soon as well.

Thanks,

--

Dustan Arlt

Athletic Director/Elementary PE Teacher

Lind-Ritzville MS/HS, RGS | (509) 660-0363



Fwd: New Coaching Hires

1 message

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

Fri, Oct 25, 2024 at 8:38 AM

----- Forwarded message -----

From: **Dustan Arlt** <darlt@lrschools.org>

Date: Thu, Oct 24, 2024 at 2:02 PM

Subject: Re: New Coaching Hires

To: Don Vanderholm <dvanderholm@lrschools.org>, Don Walker <dwalker@lrschools.org>, Kevin Terris <kterris@lrschools.org>, Kris Robbins <krobbins@lrschools.org>, Tina Schuler <tschuler@lrschools.org>, Brook Ferderer <bferderer@harringtonsd.org>, Shannon Billigmeier <sbilligmeier@sprague.wednet.edu>, Will Christianson <wchristianson@tucna.wednet.edu>

I have met with Bryce Court about the open Golf coaching position. He is interested in returning to coach Golf and I would like to recommend hiring Bryce for this HS golf coach position.

Bryce is the History teacher at LRHS. He has coached Golf here previously for 2 years. He was also my assistant boys basketball coach for 2 seasons and the HS girls basketball head coach for 2 seasons.

Athletic Coordinators please pass along the information to them.

Thanks,

Dustan

Dustan Arlt

Athletic Director/Elementary PE Teacher

Lind-Ritzville MS/HS, RGS | (509) 660-0363



Migrant/Records Clerk Recommendation

1 message

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

Fri, Oct 18, 2024 at 9:21 AM

I gladly approve this hire.

Don Vanderholm
Superintendent
Lind-Ritzville Cooperative Schools
509-677-3499 (Lind)
509-659-1660 (Ritzville)

"LIND-RITZVILLE GRIT"

On Mon, Oct 14, 2024 at 10:39 AM Sarah Dinkins <sdinkins@lrschools.org> wrote:

Mr. Vanderholm,
I'm recommending Yesenia Herrera for our Migrant recruiter and records clerk. This is a 40 hours a month position that supports our Migrant families.

I'm in the process of signing her up for the required training.

Sarah Dinkins
Lind Elementary Principal
509 -660 -0111

School Board Approval for the superintendent to undertake other professional duties

As stated in section 5, paragraph 3 of the Lind-Ritzville superintendent contract, “The Superintendent shall be entitled to undertake consultative work, speaking engagements, writing, lecturing or other professional duties only with the prior written consent of the Boards.”

In accordance with this agreement, the Lind and Ritzville Boards do hereby grant permission for the superintendent to participate in the Mastery-based Learning Collaborative Fellows program for which the State Board of Education will provide compensation to the superintendent for said participation.

Both the Lind and Ritzville School Boards granted permission for the superintendent to participate in the MBLC Fellows Program at the October 28, 2024 regular meeting.

Lind School Board Designee

Ritzville School Board Designee

Dated this 28th day of October, 2024

LES October 2024 Board Report

We've had some exciting events this month. The Lind Fire Department visited to teach fire safety to our preschool through 5th-grade students. Afterward, the kids explored the fire trucks and equipment, and the department gifted t-shirts to the 2nd grade—a tradition they've continued for years, and we're grateful for their ongoing support.

Our TK-1st graders enjoyed a trip to the pumpkin patch, always a favorite. Meanwhile, the 4th graders attended the Spokane Symphony, marking our first return since COVID. This is a wonderful opportunity to spark excitement for playing an instrument, as they prepare to take band in 5th grade.

We are currently drafting our schoolwide improvement plan, which involves thorough data analysis. The state report card provides a helpful snapshot of summary data. For instance, our attendance rate for the 2022-23 school year was 66% for *students attending 90% or more of school days*, an improvement from 46% in 2021-22. This insight led to the implementation of monthly perfect attendance awards in 2022-23, where, on average, 25% of our students missed zero days each month.

In 2023-24, we introduced an "Excellent Attendance" field trip with the Principal. To qualify, students must have 10 or fewer absences for the entire year, and we took 55% of students on this trip. We expect our attendance rate for *students attending 90% or more school days* in 2023-24 to reach around 76%. Overall, our focus on improving attendance is having a positive impact.

The assessment data provides a summary of 3rd to 5th-grade performance. At the district level, we maintain a more detailed list of students by [cohort](#). As additional data, we also assess students three times a year using a different tool to help monitor projected SBA scores. One trend I've noticed over the years is that 3rd graders often score lower since it's their first time taking this difficult test.

Last year, we aligned our writing instruction so that, by the end of 3rd grade, students are able to complete short writing prompts accurately. This year, I'm collaborating with classroom and tech teachers to incorporate typing practice. Our goal is for students to be proficient in typing a short paragraph by the end of 3rd grade, which we believe will help them feel more comfortable answering typed questions on the state test.

Another issue my team has observed is that students struggle to stay focused long enough to complete all 40 questions in one sitting. This often leads to guessing just to finish. We are exploring options to spread the test over multiple days with shorter sessions to accommodate test anxiety and improve focus during reading tasks.

Ritzville Grade School October Board Report

Ritzville Grade School has had an incredibly exciting October! We welcomed the Ritzville Fire Department, which visited our 2nd-grade class and blended classroom to teach fire safety. The students had the opportunity to get an up-close look at the fire trucks and equipment, and we are grateful for the continued support and involvement of the fire department with our students.

Our 1st graders enjoyed a trip to the pumpkin patch this month, which was a huge hit, and our 4th graders attended the Spokane Symphony, marking another enriching experience for them.

Homecoming festivities were also a highlight, with many grade school students walking to the high school to enjoy the assembly. The entire school went outside to cheer as the parade passed through town, fostering a strong sense of community.

We recently concluded our October conferences, achieving an impressive attendance rate of 96.5%—out of 168 families who signed up, 162 attended.

In terms of academic progress, we have established grade-band Student Improvement Plan (SIP) goals that are now guiding the development of our Schoolwide Improvement Plan (SIP). Our data review has highlighted consistent areas for growth: Kindergarten, 1st, 2nd, and 4th grades identified a need in numbers and operations; 3rd grade showed weaknesses in operations and algebraic thinking; and 5th grade struggled with geometry. These insights will inform our commitment to improving foundational skills in these areas.

To support these goals, we are focusing on differentiated small-group instruction and targeted math centers through our Bridges Math curriculum. Our Friday professional development sessions will emphasize strategies that meet diverse learning needs within small groups, incorporating centers and aligning with Title LAP intervention support.

In reading, we identified common areas for improvement in vocabulary, literature, and informational text for grades 1 through 5, while foundational reading skills are a primary focus for our kindergarteners. To address these needs, we are implementing differentiated small-group reading instruction and targeted literacy centers. Our Friday professional development sessions will also align with Title LAP intervention support, incorporating the UFLI foundational skills reading program. Additionally, our new CKLA reading curriculum emphasizes higher-level vocabulary, a broad range of literature and informational texts, and a strong foundation in the science of reading.

Our overarching plan is to drive meaningful student growth by addressing these areas of need, working within our established goals, and utilizing data to help each student achieve academic success.

The state report card provides a helpful snapshot of summary data. As this is my first year here, I don't have prior data to compare these numbers to. However, the OSPI report indicates that our attendance rate for the 2022-23 school year was 76% for students attending 90% or more of school days. Additionally, 48.2% of our 3rd to 5th-grade students demonstrated proficiency or passed the ELA SBA, while 50.6% showed proficiency or passed the Math SBA, and 70.4% of our 5th graders showed proficiency or passed the Science SBA. These percentages are based on a single test.

Importantly, the OSPI report doesn't convey the full picture; beyond these test results, 71% of our students exhibit foundational grade-level knowledge in ELA, 79% in Math, and 82% in Science—figures that significantly exceed the state averages in all three areas. There seems to be a disconnect between district assessment data and state testing results. As we continue to dig deeper into the data and strengthen our instruction and intervention programs, we anticipate that our assessment data will align more closely with state results.

While there is always room for growth, the data shows that our students are making significant gains, and we remain committed to building on this progress.



Jamie Nichols <jnichols@lrschools.org>

October Board Report

1 message

Don Walker <dwalker@lrschools.org>

Wed, Oct 16, 2024 at 12:00 PM

To: Jamie Nichols <jnichols@lrschools.org>, Don Vanderholm <dvanderholm@lrschools.org>

Hello,

Here is my October Board Report.

LRMS October Board Report

This month, we were asked to discuss our school report cards. While I won't pretend to be thrilled with the report, I recognize the need for improvement and will share our plans for moving forward. However, I'd like to first address the data itself, as the state's report card offers only a snapshot that doesn't fully represent our cooperative district's standing.

To provide a more accurate picture, I conducted my own analysis, combining our data across the cooperative and comparing our students' performance to that of similar middle schools statewide. I looked at schools with similar sizes, geographic areas, and demographics, including Bridgeport, Brewster, Toledo, Royal, McFarland (Othello), Kettle Falls, Warden, Sadie Halstead (Newport), Finley, Springdale, Tonasket, Robert L. Olds (Connell), and Lamont. This comparison provided a more realistic understanding of where we truly stand, beyond the abstract figures in the state's report.

Our students consistently performed at grade level in key areas: 36.33% proficiency in ELA, 22.9% in Math, 20.7% in Science, and 71.2% attendance of 90% or more. These figures represent cooperative-wide data. When ranked against the 13 similar schools, we were 6th out of 14 in both ELA and Math, 9th in Science, and 6th in attendance. Interestingly, middle schools across the state consistently have lower scores in the proficiency of content area categories than that of elementary or high schools..

The state data is based solely on one-time testing, which misses the bigger picture of student growth throughout the year. Our I-Ready program, which tracks progress regularly, offers a more comprehensive view. I shared some of these results in our final Bulldog Newsletter last year, but it's worth highlighting again. In I-Ready, a score of 100% indicates expected growth for a year, while scores above 100% indicate exceeding expectations. Our students showed 90% average growth in Math, with 8th graders achieving an impressive 111%. In Reading, the average growth was a remarkable 200%, with 6th graders reaching 252%.

To address academic improvement, we've implemented targeted interventions. One of our paraprofessionals is working closely with students on the F list, providing daily check-ins and additional support during elective classes. Additionally, Mrs. Field is working with our LAP program, focusing on Tier 3 students who are more than two grade levels behind, according to I-Ready data. The I-Ready program itself also offers guided support to close learning gaps.

While there is always room for growth, the data shows that our students are making significant gains and we are committed to building on this progress.

Don Walker

Principal

Lind-Ritzville Middle School

dwalker@lrschools.org

509-677-3408 x5210

LRHS Board Report–Data We Use and How we Use it

How we approach the use of data:

Prevention - Intervention - Recovery Approach

Examples:

Data	Prevention	Intervention	Recovery
Smarter Balanced Data	Review Data in August with Staff and Identify Patterns; Adjust Instructional Outcomes to Align with Deficiencies; RYG Data Reports	Student Watchlist for ELA and Math courses; NWEA and CBAs to determine re-teaching opportunities	Retake SBA in Junior and Senior years for late bloomers; to identify achievement gaps; adjust scores



LRHS Board Report–Data We Use and How we Use it

Data	Prevention	Intervention	Recovery
Attendance	Equitable Policy; Firmly Enforced; Communication (Letters, Website, Smore)	Weekly Attendance Reports / Attendance Rate Reviews / Student and Parent Meeting 2 Un and 10 Excused	Creative solutions; accountability measures; scheduling changes
9th Grade OTTG (90% Last Year: 34/38, No students exceed one credit)	8th Grade Data Dig; Freshman Parent Night; Link Crew	Fr. Intervention Specialist Weekly Report; Progress Missing Assignment Reports Home; Tier 2 and 3 Support	Credit Recovery Process; 7th Pd Intervention (Nichols); Summer School
Grad Rate	All the Above; Student Tracker (Mrs. Walker and Mr. Terris); Parent Communication	Mentor Meetings; HSBP Planning; Student / Parent / School Graduation Plans	Credit Recovery via BYU, Waiver Discussions; Cohort Adjustments; 5th Year with LRA
Grading	Equitable grading policy; targeted tasks that are standard-bearing; consistency in all classes	Earning At-Bats; Habits of Work; Student Choice	Providing more time based on Habits of Work; extended deadlines; Nichols Intervention class





What the OSPI Report Doesn't Tell You...

- Our posted grad rate does not include updates past the school year. I.E., R 22-23 is 82.6%
- LRHS "Foundational Knowledge" in ELA, Math and Science is 81%, 56%, 67%. This is above the state average for ELA and Science.
- The report card doesn't show how many students attempt and pass an AP, College, or Dual Credit course (college prep courses).
 - Our recruitment process has been amazing. Our CiHS course's enrollment has quadrupled in the last four years. We have also seen amazing gains with high poverty and students of color in these classes.
 - Our CTE dual credit courses have seen big gains in female students taking and passing these courses.
- Attendance Rates. We lose 3% for every student who averages 2 days or more of absences (that are not school related) in a 20 day period of time. Averaged over the year. Sick, mental health days, family events, helping on the farm, etc...

Emergencies

The district is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The district and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Address emergency mitigation, preparedness, response, and recovery;
- Include provisions for assisting and communicating with students and staff, including those with special needs or disabilities;
- Include a family-student reunification plan, including procedures for communicating the reunification plan to staff, students, families, and emergency responders;
- Use the training guidance provided by the Washington emergency management division of the state military department in collaboration with the state school safety center in the office of the superintendent of public instruction, established under RCW 28A.300.630, and the school safety and student well-being advisory committee, established under RCW 28A.300.635;
- Require the building principal to be certified on the incident command system;
- Consider how school facilities may be used as a community asset in the event of a community-wide emergency;
- Set guidelines for requesting city or county law enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with the district and participate in safety-related drills; and
- Include how substitute teachers and other temporary employees receive necessary information about safe school plans, including school safety policies and procedures and the basic functional drill responses described below.

To the extent that funds are available, the district will to the following annually:

- Review and update the safe school plans in collaboration with emergency response agencies;
- Conduct an inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system, trained on the incident command system, or are certified on the incident command system;
- Identify school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements; and
- Provide information to all staff on the use of emergency supplies and alert procedures.

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold on):

Shelter-in-Place

Commented [DV1]: the updated policy retains the title but expands the scope to include more detailed and comprehensive coverage of emergency planning, procedures, and drills.

Commented [DV2]: the new policy specifies comprehensive plans covering prevention, mitigation, preparedness, response, and recovery strategies, including new requirements for family-student reunification plans, provisions for special needs, and principal certification on the incident command system.

Commented [DV3]: the updated policy considers how school facilities may serve as community assets during community-wide emergencies.

Commented [DV4]: the new policy emphasizes the importance of collaboration with local law enforcement, fire departments, and other emergency service providers.

Commented [DV5]: the addition of a requirement for an annual review and update of the emergency plans in collaboration with emergency response agencies, including inventories of hazardous materials and staff training.

Commented [DV6]:

Commented [DV7]: these specific types of drills (below) are newly detailed in the updated policy, emphasizing that each school must conduct at least one safety-related drill per month, including during summer months (when applicable).

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

Lockdowns

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures. Lockdown drills will not include live simulations of or reenactments of active shooter scenarios that are not trauma-informed and age and developmentally appropriate.

Evacuations

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc. They will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

Earthquakes: Drop-Cover-Hold on

The board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

"Drop-cover-hold on" is the basic functional earthquake response. The superintendent or designee will establish guidelines and the action for building principals to take should an earthquake occur while school is in session.

Additional Drills

In addition to the above four functional response drills, the district shall, at a minimum, also develop response plans for the following:

Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Bomb Threats

The superintendent or designee will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

Emergency School Closure or Evacuation (Modified Shelter-in-Place)

When weather conditions or other circumstances make it unsafe to operate schools the superintendent or designee is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

The superintendent or designee will establish procedures for the emergency closure of a building or department.

Commented [DV8]: the updated policy introduces these new response plans for specific scenarios, outlining roles, procedures, and responsibilities.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office. **Note: customize this paragraph as accurate for your district.**

Commented [DV9]: the updated policy includes specific protocols for both internal and external communications and detailed procedures for documenting drills.

Cross References:	4310 - District Relationships with Law Enforcement and other Government Agencies
Legal References:	RCW 19.27.110 International fire code Administration and enforcement by counties, other political subdivisions and municipal corporations Fees RCW 28A.320.125 Safe school plans Requirements Duties of school districts, schools, and educational service districts Reports Drills Rules
Management Resources:	2022 - June June 2017 - July Issue 2013 - June Issue June 2008 OSPI School Safety Planning Manual Policy News, August 2008 School Safety Plans Policy News, October 2006 Pandemic Flu Planning for School Districts Policy News, February 1999 Fire drills Required Monthly

Adoption Date:
Classification: **Essential**
Revised Dates: **02.99; 10.06; 08.08; 12.11; 06.13; 07/01/2017; 02/25/2021; 06/29/2022; 07.24**

Restraint, Isolation and Other Uses of Reasonable Force

It is the policy of the Lind and Ritzville Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm as defined by RCW 71.05.020 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.

Cross References: 2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

RCW 9A.16.020	Use of force	When lawful	
RCW 9A.16.100	Use of force on children	Policy	Actions
	presumed unreasonable		
RCW 28A.150.300	Corporal Punishment Prohibited	- Adoption of policy	
RCW 28A.155.210	Use of restraint or isolation	Requirement for	
		procedures to notify parent or guardian.	
RCW 28A.600.485	- Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973	Procedures	Summary of incidents of isolation or restraint
		Publishing to web site. [as amended by SHB 1240]	
Chapter 392-172A WAC	- Rules for the provision of special education		
RCW 71.05.020	Definitions		

Commented [DV1]: the title has expanded to include "Restraint" and "Isolation," reflecting a broader scope beyond just the use of reasonable force.

Commented [DV2]: the new policy explicitly prohibits unreasonable restraint and isolation, emphasizing protection for students with IEPs or Section 504 plans.

Commented [DV3]: while both policies allow for reasonable force to prevent harm, the new policy provides additional definitions and emphasizes the minimum use of force necessary.

Commented [DV4]: the new policy introduces specific guidelines for when restraint and isolation can be used, including requirements for monitoring and the conditions under which these methods must be discontinued.

Commented [DV5]: new requirements, as set forth in the procedure, for staff training on the use of restraint and isolation and the procedures for monitoring these actions.

Commented [DV6]: the new requirements for reporting incidents involving restraint or isolation and the mandatory notification to parents or guardians, as per state laws.

Commented [DV7]: the expanded legal references that include specific laws related to restraint, isolation, and notification procedures.

Management Resources: 2016 - March Issue
 2015 - July Policy Alert
 2013 - December Issue
 2013 - July Issue
 Policy News, December 2008 Use of Reasonable Force Policy
 2021 - December Issue

Adoption Date:
Classification: **Essential**
Revised Dates: **12.08; 12.11; 07.13; 12.13; 07.15; 03/01/2016; 12/16/2021; 07.24**

LIND SCHOOL DISTRICT NO. 158
RESOLUTION NO. 24-25 01

AND

RITZVILLE SCHOOL DISTRICT NO. 160/67
RESOLUTION NO. 2024-25 01

MINIMUM 180-DAY SCHOOL YEAR WAIVER

WHEREAS, the Lind and Ritzville School District Boards of Directors have established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the school districts' goals include improving the parent-teacher conference process by incorporating student-led conferences as a strategy to help students evaluate and reflect on their own skills, interests, and accomplishments; and to involve families in students' decisions and plans; and

WHEREAS, the school districts believe that full-day parent-teacher-student conferences are less disruptive to student learning than half-day school days, and the waiver will result in five fewer calendar half-days; and

WHEREAS, the waiver supports the district improvement plan; and

WHEREAS, administrators and staff together developed the school year calendar that necessitates the request for the waiver; and

WHEREAS, the district assures it will continue to meet the district-wide average 1,027 hours of instructional hour offerings as required by RCW 28A.150.220; and

WHEREAS, the Washington State Board of Education, while respecting the value of teacher and student contact time, has recognized the importance of allowing school districts the opportunity to be innovative in enhancing the educational program for all students, and therefore, may grant waivers to districts for this purpose, now

BE IT THEREFORE RESOLVED, the Board of Directors of the Lind and Ritzville School District requests that the minimum 180-day school year requirement, as established in RCW 28A 150.220, be waived by the Washington State Board of Education, per RCW 28A.305.140, for the Lind and Ritzville School Districts to allow for two non-student days for the 2025-2026, 2026-2027 and 2027-2028 school years. During this time, students will not attend class, but will instead attend parent-teacher conferences.

APPROVED by the Board of Directors of the Lind and Ritzville School Districts at the regular meeting thereof held this 28th day of October, 2024.

Lind School District #158

Ritzville School District #160/67

Chair

Chair

Director

Director

Director

Director

Director

Director

Director

Director

ATTEST:

Superintendent and Secretary to Board of Directors
Lind School District #158 and
Ritzville School District #160/67

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.

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.

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:

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.

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

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**

Prior Revised Dates: **10.00; 06.01; 10.05; 12.09; 02.11; 12.11; 04.12; 06.13; 06.15; 10.15; 03.16; 07.17; 08.18; 01/01/2019; 12/22/2020; 12/16/2021; 07/24/2023**

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

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