

Lind-Ritzville Cooperative Schools
Regular Board Meeting – September 23, 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 August 26, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$58,210.93
 - b. Transportation Cooperative Accounts Payable - \$30,859.05
 - c. Associated Student Body Fund Accounts Payable - \$0
 - d. Capital Projects Accounts Payable - \$463.41
 - e. Payroll for September 30, 2024 - \$345,567.74
 - f. Accept Recommendation of HS Volleyball C Team Coach - Grace Fedie
 - g. Accept Recommendation of MS Volleyball Assistant Coach - Rene Arlt
 - h. Accept Recommendation of HS Cross Country Coach - Kevin Proszek
 - i. Approve non-substantial editorial revisions and changes to policy 2410 - High School Graduation Requirements
 - j. Approve non-substantial editorial revisions and changes to policy 5404 - Family, Medical, and Maternity Leave

RITZVILLE

1. Call to Order and Verification
2. Approval August 26, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$88,697.84
 - b. Transportation Cooperative Accounts Payable - \$30,859.05
 - c. Associated Student Body Fund Accounts Payable - \$7,134.47
 - d. Payroll for September 30, 2024 - \$439,740.10
 - e. Accept Recommendation of HS Volleyball C Team Coach - Grace Fedie
 - f. Accept Recommendation of MS Volleyball Assistant Coach - Rene Arlt
 - g. Accept Recommendation of HS Cross Country Coach - Kevin Proszek
 - h. Accept Recommendation of RGS Preschool/SPED Paraprofessional - Aydriann Martel
 - i. Approve non-substantial editorial revisions and changes to policy 2410 - High School Graduation Requirements
 - j. Approve non-substantial editorial revisions and changes to policy 5404 - Family, Medical, and Maternity Leave

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- FBLA
- 7. Superintendent's Report
 - a. Cooperative Report- Facilities and Grounds - Zach Gardner
- 8. Public Comment
- 9. Policy Review & Emerging Issues
 - i. ***Second Reading and Approval*** - 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited (**Lind & Ritzville**)
 - ii. ***Second Reading and Approval*** - 3206 Pregnant and Parenting Students (**Lind & Ritzville**)
 - iii. ***Second Reading and Approval*** - 3230 Searches of Students and Student Privacy (**Lind & Ritzville**)
 - iv. ***Approval*** of FFA Out of State Travel per Board Policy 2320 (**Lind & Ritzville**)
 - v. ***Approval*** of Out of Endorsement Teaching Assignments (**Lind & Ritzville**)
 - vi. ***First Reading*** - 3432 Emergencies
 - vii. ***First Reading*** - 3246 Restraint, Isolation, And Other Uses of Reasonable Force
- 10. Finance
- 11. Other Reports
- 12. Board Director Reports
- 13. Adjournment

Items for next meeting:

RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
August 26, 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 August 26, 2024. The following members were in attendance:

Ritzville School Board Members:	Erin Repp	Tia Kubik
	Scott Carruth	Reid Phillips
Lind School Board Members:	Adam Labes	Greg Schmunk
	Jim Weidemann	Kevin Starring
	Breanne Williamson	

Ritzville Chair Repp led the Pledge of Allegiance.

Ritzville Chair Repp called the Ritzville School Board meeting to order at 6:31 P.M.

Ritzville Director Kubik moved to approve the July 22, 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 Carruth moved to approve the agenda. Ritzville 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 Consent Agenda as follows: General Fund Accounts Payable - \$68,649.33, Transportation Cooperative Accounts Payable - \$14,837.59, Associated Student Body Fund Accounts Payable - \$11,792.27, Capital Projects Accounts Payable - \$26,873.03, TVF Fund - \$222,012.25, Payroll for August 30, 2024 - \$410,995.89, \$9,739.00, Accept Recommendation of School Nurse - Stephanie Lundgren, Accept Resignation of HS Volleyball Assistant Coach - Marci Miller, Accept Recommendation of HS Volleyball Assistant Coach - Angalina Vallone, Approval of Resolution 2023-008 Adams County Hazard Mitigation and Community Wildfire Protection Plan, Approval of Coach Bermea and/or a league approved trainer to certify football coaches in the WIAA tackling certification course and training. Ritzville Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Chair Labes called the Lind School Board meeting to order at 6:32 P.M.

Lind Director Weidemann moved to approve the July 22, 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 August 5, 2024 Special Board Meeting minutes. 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 agenda. Lind Director Starring 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 - \$42,076.37, Transportation Cooperative Accounts Payable - \$14,837.59, Associated Student Body Fund Accounts Payable - \$0, Capital Projects Accounts Payable - \$22,013.11, TVF Fund - \$222,012.25, Payroll for August 30, 2024 - \$355,238.57, \$12,254.71, Accept Recommendation of School Nurse - Stephanie Lundgren, Accept Resignation of HS Volleyball Assistant Coach - Marci Miller, Accept Recommendation of HS Volleyball Assistant Coach - Angalina Vallone, Approval of Resolution 23-24-06 Adams County Hazard Mitigation and Community Wildfire Protection Plan, Approval of Coach Bermea and/or a league approved trainer to certify football coaches in the WIAA tackling certification course and training. Lind Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Joint Items

Legislative Update

Superintendent Vanderholm shared findings from an Underfunded and Unsustainable report by the League of Educational Voters. The report found many school districts share the same challenges, such as staffing and labor market challenges, other funding shortfalls and changing roles and needs of schools. The report recommends that as a state, it needs to determine what the goals, values and expectations are for K-12 education; acknowledge how the role of schools has changed in communities and provide districts with additional mental health resources. Mr. Vanderholm shared that supplies, insurance, food, utilities have increased significantly since the 2019-20 school year but the MSOC formula has not. He shared that the Eastern Washington Quality Schools Coalition will be focused on asking the legislature for increased funding for MSOC, special education and transportation.

Reports to the Board

Students & School Programs

Student Representative Report

Student Representatives Addy Colbert and Cicely Herrera gave an update on events at the high school including summer sport camps and students attending summer leadership camps. Other topics they shared included Link Crew/Freshman orientation, ASB theme and their plans for the school year. They gave a shout out to Mr. Pulliam, Ms. Sanderson & Mr. Hodgson for attending AP Summer Institutes, so the high school can offer AP courses.

Principals' Report

CTE Teacher Andy Williams, along with FFA members, shared LR FFA team's successes over the spring and summer. Three teams from Lind-Ritzville will be competing at the National FFA Convention in October. The teams that will attend Nationals are Farm & Agribusiness Management, Dairy Cattle Evaluation and Meats Evaluation. The group is requesting monetary support from both districts to help with travel costs, which are estimated to be \$20,000-\$25,000. Mr. Williams said they appreciate the continuing support from the school districts through the years.

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

Athletic Director Dustan Arlt gave a handout to each board member, which gave a summary of 2023-24 and fall 2024 athletics. He shared the number of participants and coaches for each sport and gave an update on league and WIAA classifications. He explained how enrollment numbers are used to determine WIAA classifications. Mr. Arlt also talked about the rising costs of officials and sending athletes to state contests.

Bronc Booster member Angelina Vallone spoke about how Bronc Boosters is coming up with different ways to promote positive sportsmanship at athletic events. She shared that the group would like to be more vocal in what they are doing and would like to involve the community more. Ms. Vallone shared that they have a new cash register system that accepts credit/debit cards and they are hoping to start selling merchandise at concessions in the near future.

Superintendent Vanderholm shared an update on facilities, reporting that the LRMS football field is in good shape and practices and games will be held in Lind. He also shared an update on the Lind ADA Access project noting that they are waiting for permits from Adams County.

Mr. Vanderholm spoke about Safety & Wellness, sharing that school meals will be free for all LRCS students. Lind Elementary, Lind-Ritzville Middle School and High School were approved for free meals for the next four years, Ritzville Grade School is free through the State for now. He also shared the open houses and the end of summer event at the Ritzville park were all well attended.

Mr. Vanderholm shared that he just finished the Comprehensive Sexual Health survey noting that, although there weren't changes from last year's questions, the questions have been more intrusive. He reported on new discipline rules and noted most are clarifying definitions and language to existing rules.

Public Comment - There was no public comment.

Policy Review & Emerging Issues

After the second reading, Ritzville Director Kubik moved for Approval of Policy 3245 Students and Telecommunication Devices. 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 Weidemann moved for Approval of Policy 3245 Students and Telecommunication Devices. Lind Director Schmunk seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

There was a first reading of 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited.

There was a first reading of 3206 Pregnant and Parenting Students.

There was a first reading of 3230 Searches of Students and Student Privacy.

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 five minute recess was taken. At 7:53 PM, an Executive Session (per 42.30.110) was called, for approximately 30 minutes with no action to follow.

There being no further business, the Lind and Ritzville School Board meeting was adjourned at 8:28 PM.

Chairman/Date

Chairman/Date

Secretary to the Board



Jamie Nichols <jnichols@lrschools.org>

HS VB Coaching Hire

1 message

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

Wed, Sep 18, 2024 at 1:38 PM

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

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

Date: Thu, Aug 22, 2024 at 7:20 AM

Subject: Coaching Hires

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

Hello-

Cari Galbreath and I have met with Grace Fedie yesterday for the HS assistant coach C position. I would like to recommend hiring Grace for this position.

Grace graduated in 2022 from LRHS and played for Cari here in HS. She has played volleyball at Big Bend CC the past 2 years and has also helped out with a youth club volleyball team here last year. She is currently continuing her education and working that allows her to live here and be able to coach.

Athletic coordinators please share this info with your administration.

Thanks,

Dustan

Fwd: New Coaching Hires and Contracts

1 message

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

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

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

Date: Wed, Aug 28, 2024 at 9:34 AM

Subject: New Coaching Hires and Contracts

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

Hello-

Kris has met with Renee Arlt and has recommended to me to hire her as our MS C volleyball assistant coach. They have 30 girls out for MS Volleyball. Renee has been a para in our pre-sch blended classroom at RGS this year. She has coached youth volleyball with our daughters the past 4 years and was a HS assistant Volleyball coach for LRHS for 2 years back in 2007 & 2008.

From Kris...

**Kris Robbins**

to Renee, me ▾

Dustan,

I have worked and coached volleyball with Renee over the last 4 years. I know she is great with kids and is an asset to the program with her ability, guidance coaching staff. I would like to recommend her to our coaching staff and get her started right away.

Have a wonderful day!**Kris**

Lind-Ritzville Cooperative Schools



Jamie Nichols <jnichols@lrschools.org>

HS XC Coaching Hires

1 message

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

Wed, Sep 18, 2024 at 1:43 PM

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

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

Date: Thu, Aug 22, 2024 at 7:20 AM

Subject: Coaching Hires

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

Hello-

I have met with Kevin Proszek and Christina Heater for Cross Country. I would like to recommend hiring Kevin for the HS Cross Country Coach position and Christina is going to be the MS Cross Country Coach.

We currently have 14 kids signed up for Cross Country, which is higher than normal for us. 7 in HS and 7 in MS currently. Kevin is the new world language teacher at LRHS and has a great background in triathlons and Cross Country. Christina is our MS match teacher at LRMS and has been coaching Cross Country here for the past 3 seasons.

We will hire Kevin Proszek and Christina H on a contract and a half for salary and they will split this total. Tina...Take Kevin's HS coaching salary and half of Christina's MS contract. The total of that will be split 50/50 between them.

Thanks,

Dustan

Fwd: Recommendation to Hire PK/SpEd Para Position

1 message

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

Thu, Sep 12, 2024 at 1:03 PM

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

From: **Tanner LaTour** <tlatour@lrschools.org>
Date: Thu, Sep 12, 2024 at 11:15 AM
Subject: Recommendation to Hire PK/SpEd Para Position
To: Don Vanderholm <dvanderholm@lrschools.org>, Tina Schuler <tschuler@lrschools.org>

Hey Tina and Don Vanderholm,

I am writing to formally recommend Aydriann Martel for the PK/SpEd Para position. Aydriann brings a wealth of experience in special education and has worked extensively with preschool-aged children. Her background and skills will be a valuable asset to our team.

Aydriann has many years of experience in the field and has consistently demonstrated excellence as both a substitute teacher and paraeducator. She is deeply passionate about this position and is eager to start building meaningful relationships with our students. Her enthusiasm, coupled with her expertise, makes her an ideal candidate for this role.

I am confident that Aydriann will contribute positively to our program and support the growth and development of our students.

Thanks,

--

Tanner LaTour
M.Ed. Leadership and Administration
Principal - Ritzville Grade School
509- 659-0232 Ext. 1005

High School Graduation Requirements

The boards will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; and (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

II. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

Cross References:

2418 - Waiver of High School Graduation Credits
3520 - Student Fees, Fines, or Charges
3241 - Student Discipline
3110 - Qualification of Attendance and Placement

Legal References:

RCW 28A.230.090 High school graduation requirements or equivalencies High school and beyond plans Career and college ready graduation requirements and waivers Reevaluation of graduation requirements Language requirements Credit for courses taken before attending high school Postsecondary credit equivalencies
RCW 28A.230.097 Career and technical high school course equivalencies
RCW 28A.230.120 High school diplomas Issuance Option to receive final transcripts Notice
RCW 28A.230.122 International baccalaureate diplomas
RCW 28A.600.500 Graduation Ceremonies Tribal Regalia
RCW 28A.600.300-400 Running start program - Definition
RCW 28A.635.060 Defacing or injuring school property Liability of pupil, parent or guardian Withholding diplomas Suspension and restitution Community Service program as alternative Publication of information on withheld diplomas Students rights protected
RCW 28A.655.250 Graduation pathway options

Commented [DV1]: while the title remains the same, the new policy includes expanded details on graduation pathways, requirements, and legal references.

Commented [DV2]: the new procedure lists requirements for participation in graduation ceremonies and the process for obtaining exceptions.

Commented [DV3]: the detailed breakdown of credit requirements and how they can be met through various programs, such as Running Start and CTE have been updated in the procedure

Commented [DV4]: the expanded components, noted in the procedure, are required in the high school and beyond plan, such as career goals and course-taking plans.

Commented [DV5]: this section is updated, in the procedure, to provide a more comprehensive list of available pathways, including CTE course equivalencies, standardized test scores, dual credit, and more.

Commented [DV6]: Sounds like a new directive for the superintendent or designee to develop detailed procedures for implementing the updated graduation requirements but is quite similar to the previous requirements

Commented [DV7]: the clarified conditions and processes for requesting waivers, including the Seal of Biliteracy and special education accommodations have been updated in the procedure

Commented [DV8]: expanded list of legal references to ensure compliance with updated state regulations.

RCW 28A.655.260 Graduation pathway options Review and monitoring Participation data
WAC 180-51 High school graduation requirements
WAC 392-121-182 Alternative learning experience requirements
WAC 392-169 Special service programs - Running start program
WAC 392-348 Secondary education
WAC 392-410 Courses of study and equivalencies
WAC 392-410-350 Seal of Biliteracy
WAC 392-415-070 Mandatory high school transcript contents
RCW 28A.150.220 Basic education Minimum instructional requirements Program accessibility Rules
RCW 28A.230.330 Inclusion of American Indian peoples culture in state history and government courses Instruction in American sign language or American Indian languages satisfies language requirement.
RCW 28A.230.710 Graduation pathway options.
RCW 28A.230.700 Purpose of diploma Elements of obtainment.
RCW 28A.230.212 High school and beyond plans Substantive requirements

Management Resources:

2018 - May Policy Issue
2017 - October Policy Issue
2015 - October Policy Issue
2014 - December Issue
2013 - September Issue
2012 - April Issue
2011 - October Issue
2010 - June Issue
2009 - April Issue
2009 - February Issue
Policy News, August 2007 Graduation Requirements Modified by Legislature
Policy News, October 2004 Graduation Requirements: High School and Beyond Plans
Policy News, February 2004 High School Graduation Requirements
Policy News, December 2000 2004 High School Graduation Requirements Adopted
Policy News, April 1999 Variations Complicate College Credit Equivalencies

Adoption Date:

Classification: **Essential**

Revised Dates: **12.00; 02.04; 10.04; 12.04; 08.07; 02.09; 04.09; 06.10; 10.11; 06.12; 09.13; 12.14; 04.15; 10.17; 05.18; 07/01/2019; 12/22/2020; 12/21/2023; 07.24**

Family, Medical, and Maternity Leave

I. State Paid Family and Medical Leave

Paid family and medical leave are benefits administered by the Washington State Employment Security Department. Employees interested in applying for these benefits must follow the process described in Chapter 192-610 WAC. Employees who have questions regarding the application process may contact the Employment Security Department or visit its website at paidleave.wa.gov. The district will post notices made available by the Employment Security Department that provide pertinent information regarding paid family and medical leave benefits.

A brief description of the paid family and medical leave benefits program is provided below. The description is not meant to capture every aspect of the program; rather, it is meant to give a general overview.

Eligibility

Employees who have worked 820 hours during the first four of the last five completed calendar quarters or the last four completed calendar quarters are eligible for paid family and medical leave.

Reasons for leave

Family leave means leave taken by an employee from work for the following reasons:

- A. To participate in providing care, including physical or psychological care, for a family member made necessary by a serious health condition of the family member;
- B. To bond with the employee's child during the first 12 months after the child's birth, or the first 12 months after the placement of a child under the age of eighteen within the employee; or
- C. Because of any qualifying exigency as permitted under the federal family and medical leave act for family members as defined by RCW 50A.05.010(10).

Medical leave means any leave taken by an employee from work made necessary by the employee's own serious health condition as defined by RCW 50A.05.010(20).

Amount of leave

Employees may take up to 12 weeks of paid family leave during a period of 52 consecutive calendar weeks.

Employees may take up to 12 weeks of paid medical leave during a period of 52 consecutive calendar weeks. Paid medical leave may be extended by two weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.

Employees may take a combined 16 weeks of paid family and paid medical leave during a period of 52 consecutive calendar weeks. The combined total may be extended to 18 weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.

Employee notice to district

An employee must provide the district at least 30 days' written notice before paid family or medical leave is to begin if the need for the leave is foreseeable based on an expected birth, placement of a child, or planned medical treatment for a serious health condition.

An employee must provide the district written notice as soon as practicable when 30 days' notice is not possible because of a lack of knowledge of approximately when leave will be required to begin, because of a change in circumstances, or because of a medical emergency.

An employee must provide the district written notice as soon as is practicable for foreseeable leave due to a qualifying military exigency, regardless of how far in advance such leave is foreseeable.

The notice must be in writing and contain at least the anticipated timing and duration of the leave.

Commented [DV1]: change from "Family Maternity and Military Caregiver Leave" to "Family Medical and Maternity Leave," indicating a slight shift in focus and scope.

Commented [DV2]: this section is new and outlines the state-specific paid leave benefits, eligibility criteria, and notice requirements not present in the previous policy.

Commented [DV3]: eligibility now includes both federal (1,250 hours over one year) and state-specific (820 hours over a defined period) requirements.

Commented [DV4]: while the new policy retains this provision, it is now integrated under the broader FMLA provisions rather than being a standalone focus.

Commented [DV5]: the new policy adds specific requirements for the district to notify employees in writing about their rights within five business days of qualifying leave conditions.

District notice to employee

Whenever the district becomes aware that an employee is absent from work for more than seven consecutive days to take family or medical leave, the district must will provide the employee with a written statement provided by the Employment Security Department of the employee's rights.

The notice will be sent by the fifth business day after the employee's seventh consecutive missed day of work due to family or medical leave or by the fifth business day after the employer becomes aware that the employee's absence is due to family or medical leave, whichever is later.

Employment restoration

Upon return from paid family or medical leave, an employee is entitled to be restored to the position of employment held by the employee when the leave commenced or to be restored to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

As a condition of restoration for employees who have taken medical leave, the district may require those employees to receive certification from their health care provider that they are able to resume work.

The district may deny restoration to any salaried employee who is among the highest paid ten percent of its employees if the following apply:

- A. Denial is necessary to prevent substantial and grievous economic injury to the operations of the employer;
- B. The district notifies the employee of its intent to deny restoration on such basis at the time the district determines the injury would occur; and
- C. The leave has commenced and the employee elects not to return to employment after receiving the notice.

The district may also deny restoration if the employee would not otherwise have been employed at the time of reinstatement.

If the district chooses to deny restoration, it will provide written notice of such denial in person or by certified mail. The notice will include a statement that the district intends to deny employment restoration when the leave has ended, the reasons behind the decision to deny restoration, an explanation that health benefits will still be paid for the duration of the leave, and the date on which eligibility for employer-provided health benefits ends.

The rights described above only apply in the following circumstances: the district has 50 or more employees; the employee has been employed by the district for twelve months or more; and the employee has worked for the district for at least 1,250 hours during the 12 months immediately preceding the date on which leave will commence.

II. Federal Family and Medical Leave

General provisions

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to do the following:

- A. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child;
- B. Care for a spouse, parent or child of the employee who has a serious health condition, or the employee may obtain leave for his or her own serious health condition if it renders the employee unable to perform his or her job; or
- C. Respond to a qualifying exigency occurring because the employee's spouse, son or daughter, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.

An employee who is the spouse, son or daughter, parent or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to ~~twenty-six~~ twenty-six (26) weeks of unpaid leave in a ~~12-month~~ 12-month period to care for the service member.

Family leave authorized under this policy must be taken full-time and consecutively unless an alternative schedule is approved by the superintendent or designee or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20 percent of the number of working days in the period during which the leave would extend without the

Commented [DV6]: the new policy clarifies the conditions under which restoration can be denied and includes a process for notifying the employee.

approval of the superintendent or designee. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave, if such a position is available.

A period of family leave is in addition to any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth.

The superintendent or designee may require written verification from the employee's health care provider when the employee is taking medical leave based on his or her own serious health condition.

The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two health care providers will select a third provider, whose opinion, obtained at the employer's expense, will be conclusive.

Birth or adoption

Leave taken for newborn or adopted childcare will be completed within one year after the date of birth or placement for adoption.

The district will grant leave upon the same terms to male employees as is available to female employees upon the birth or adoption of the employee's child. Leave will be granted upon the same terms to employees who become adoptive parents or stepparents, at the time of birth or initial placement for adoption of a child under the age of six, as is available to employees who become biological parents. Such leave is available only when the child lives in the employee's household at the time of birth or initial placement.

Employee requests for leave of absence due to birth or initial placement for adoption of a child will be submitted in writing to the superintendent or designee not less than 30 days prior to the beginning date of the leave. The notice will include the approximate beginning and ending dates for the leave requested.

If both parents of a newborn or newly adopted child are employed by the school district, they will be entitled to a total of twelve workweeks of family leave during any ~~twelve-month~~twelve-month period, and leave will be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.

Employment restoration

Any employee returning from an authorized family leave will be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.

An employee may be denied restoration under the following circumstances: a) the specific job is eliminated by a bona fide restructuring, or a reduction-in-force resulting from lack of funds or lack of work, b) an employee on family leave takes a position with another employer outside the home, c) the employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave, d) or as otherwise allowed by law. If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave.

Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:

- A. The employee began leave five or more weeks before the end of the semester, the leave is for more than three weeks, and the employee would otherwise return to work within three weeks of the end of the semester.
- B. The employee began family leave (except for a personal health condition) less than five weeks before the end of the semester, the leave is for more than two weeks, and the employee would otherwise return to work within two weeks of the end of the semester.
- C. The employee began family leave (except for a personal health condition) three or fewer weeks before the end of the semester and the period of leave is more than five working days.

III. Maternity Leave

A staff member may use accumulated paid sick leave for the period of actual disability attributable to pregnancy or childbirth. This period will extend from the date of birth for a period of not more than 60 days, unless an actual period of disability which begins prior to the date of birth or continues beyond 60 days is otherwise verified in writing by the employee's physician.

If the employee's accumulated sick leave is exhausted during the period of maternity, the district will grant

Commented [DV7]: the new policy maintains existing provisions but adds coordination with state benefits and specifies ongoing health benefits during leave.

a leave of absence without pay or fringe benefits, upon the staff member's request, for the remainder of the period of actual disability due to pregnancy or childbirth.

During any unpaid portion of such leave of absence, the staff member may pay the premiums for any district insurance plans to keep coverage in effect for the employee and her family.

Notice

A pregnant staff member is requested to notify her immediate supervisor and the superintendent or designee by the beginning of the fifth month of pregnancy.

At the time of such notice the staff member will submit a written request to her immediate supervisor and the superintendent or designee for one or more of the following:

1.
 - A. Maternity leave for the period of her actual disability due to pregnancy or childbirth;
 - B. Family leave for a period of up to 12 weeks, in addition to any period of maternity disability leave, the district will extend the employee's health benefit during this period of unpaid leave;
 - C. Leave of absence for a period of up to the beginning of the next school term or school year. Such extended leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the desires of the staff member, together with the recommendation of her personal physician or licensed practitioner; or
 - D. Termination of employment by resignation.

The notice to the district will include the approximate beginning and ending dates for the leave.

Employment conditions

A pregnant staff member may continue working as long as she is capable of performing her normal duties, with the written approval of her physician or licensed practitioner.

The staff member may return to work when physically able to perform her duties. If the employee intends to return to work within 60 days of childbirth, her personal physician or licensed practitioner must certify that the staff member is in good health and ready to resume her duties.

No later than 30 days after the date of birth, the staff member is requested to notify the superintendent or designee of the specific date when she will return to work. Unless the superintendent or designee approves an earlier date of return, the employee will give at least 14 days advance notice of the actual date of return.

The staff member will return to her duties following an extended leave of absence on the date approved by the superintendent or designee. If the employee is still experiencing a disability due to pregnancy, miscarriage, abortion, childbirth or recovery which prevents the employee from performing her duties on the scheduled date of return, an additional period of unpaid leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the recommendation of the employee's personal physician or licensed practitioner.

Assignment upon return

An employee who has taken a leave of absence only for the actual period of disability relating to pregnancy or childbirth or up to twelve weeks of family leave will return to the same assignment, or a similar position for which she is qualified with at least the same pay and benefits, as she held prior to the maternity leave or family leave.

Upon return from an extended maternity leave, a staff member will be entitled to a position in the district subject to the availability of a position for which she is qualified. An effort will be made to place the staff member in her original position or in a comparable position.

Cross References: 5021 - Conflicts Between Policy and Bargaining Agreements

Legal References: RCW 28A.400.300 Hiring and discharging of employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers
Title 50A RCW Family and Medical Leave

WAC 162-30-020 Pregnancy, childbirth, and pregnancy related conditions

29 USC Sec 2601 Family and Medical Leave Act of 1993 |

Commented [DV8]: the expanded list of legal references, including specific Washington State laws, to ensure compliance with both federal and state regulations.

Management Resources: 2011 - October Issue
2009 - April Issue

Adoption Date:
Classification: **Essential**
Revised Dates: **04.98; 04.09; 10.11; 12.11; 10.19**

Lind Elementary
September 2024

Thank you all for the kind words, thoughts, and prayers during my recovery. I'm grateful to be part of such a supportive community at L-R Cooperative. A special thanks to the LES staff for keeping everything running smoothly in my absence.

As we strive to improve instruction each year, one question has arisen after reviewing preliminary state scores: Why doesn't our state data align with our district data? District assessments are paper-based, shorter, and more frequent, while state assessments are computer-based and longer. The common thread between them seems to be high expectations and student effort—areas where we can continue to focus for improvement.

This year we plan to support the District Vision by:

Achieving Success- To help students acquire the knowledge and skills essential for success beyond graduation, we are emphasizing our school-wide expectations, "[Characteristics of a Bulldog: ACE Your Day!](#)" These expectations encourage students to excel by focusing on three key principles: maintaining a positive Attitude, demonstrating strong Character, and putting forth their best Effort in all they do.

We will explicitly teach students how to persevere through challenging tasks and assessments, while also taking pride in their efforts. Through this focus, we aim to instill resilience and a commitment to personal growth, equipping our students with the tools they need to thrive both academically and in life.

Demonstrating Growth- To ensure students meet or exceed grade-level standards, all staff are committed to holding students accountable and ensure assessments and lessons are aligned. Professional development is provided to staff, emphasizing the importance of maintaining high expectations and utilizing best practices to deliver instruction in a culturally responsive manner. Students receive immediate feedback, and their successes are celebrated school-wide and communicated to families.

Improving Engagement- To help students persevere through rigorous tasks and assessments, staff will focus on providing engaging and relevant activities. They will clearly communicate the purpose of each task, allowing students to take ownership and pride in their work, motivating them to keep learning and prove they can succeed.

Ritzville Grade School
September Board Report

It is an absolute honor to serve as the new principal of Ritzville Grade School. I've felt incredibly welcomed, and we're off to a fantastic start this school year!

My goal is to make Ritzville Grade School a place where every student feels safe, excited, and eager to learn. I want our school to be a fun, engaging environment where students look forward to coming each day. This year brings many exciting changes, including the introduction of a new reading curriculum (CKLA) and a brand-new S.T.E.A.M. Lab, filled with tools like drones, Ozobots, and LEGO robotics to enrich our students' learning experiences.

To support our students on their journey toward success beyond graduation, we've kicked off the implementation of PBIS. Our school-wide expectations, "The Bronco Way—Show Bronco P.R.I.D.E.," are taking shape. We've defined five key principles:

- **P** – Positive Attitude
- **R** – Respect
- **I** – In Control
- **D** – Dependable
- **E** – Engaged in Learning

Staff members are on the lookout for students demonstrating these behaviors and rewarding them with Bronco Bucks when they show Bronco P.R.I.D.E.! We're working on getting posters up around the school to align expectations in every space—hallways, bathrooms, classrooms, and recess areas. Though there's a lot to do, I truly believe this focus will lay the groundwork we need to support the district's vision and achieve the goals in our strategic plan.

Alongside PBIS, this year we'll be diving into professional development sessions around CKLA. Sarah and I will also be co-hosting Lind-Ritzville PLC collaboration sessions so both districts can work together to plan upcoming CKLA units.

I have big plans to further support the district's vision and strategic goals by:

- **Fostering student engagement and learning** through rigorous, engaging classrooms that thrive on strong relationships, clear lessons, and challenges that promote growth.
- **Building community** by integrating Positive Behavioral Interventions & Supports (PBIS) with restorative practices, proactively addressing behavioral needs to create supportive classroom environments.
- **Embracing culturally responsive teaching**, celebrating the differences and unique strengths of each student, and helping them feel a sense of belonging and pride in their academic achievements.
- **Providing systematic, evidence-based Social-Emotional Learning (SEL)**, equipping students to grow as scholars, community members, and citizens. Some of our PD sessions will focus on integrating our adopted SEL curriculum—Character Strong—while working closely with our counselor, Marijean Baird, who will lead SEL lessons tailored to individual classroom needs.
- **Implementing trauma-sensitive practices** through our ongoing CLEAR professional development. Now in year two of our three-year program, we are receiving monthly trauma-informed PD and coaching to help staff recognize and respond to the impact of Adverse Childhood Experiences (ACEs) on our students, families, and staff.

September Board Report

1 message

Don Walker <dwalker@lrschools.org>

Thu, Sep 19, 2024 at 1:12 PM

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

Here is my September board report...

As part of our ongoing efforts to align with the district's strategic plan—achieving success, demonstrating growth, improving engagement, investing resources, and increasing involvement—we are making great strides in Standards-based/Mastery-based learning. This year, our emphasis is on utilizing proficiency scales as a reflection tool for students, supported by our already established rubrics. These tools not only guide students in self-assessing their progress but also encourage them to take ownership of their learning journey.

We are fortunate to have two coaches driving these efforts. Through our Mastery-based Learning Collaborative grant, we have a dedicated coach who is working closely with staff to implement mastery-based practices. Additionally, we are working with a Marzano coach, whose support builds on the momentum created by our staff's participation in High Reliability Schools training in Orlando and St. Charles over the summer. These trainings focused heavily on the use of proficiency scales, ensuring that our approach is informed by the latest research and best practices in education.

Our school theme, "Lead by example, Relentlessly Motivated, which all leads to Success," aligns perfectly with this work. By leading with clear instructional goals and providing our students with tools for reflection and growth, we are relentlessly motivated to help them succeed. The integration of proficiency scales into our daily practices is a clear example of how we are living our theme in pursuit of student success.

Communication with families remains a top priority. As explained in our successful parent night, we have created an easy-to-read course catalog that families can access on our website. This catalog includes course profiles, rubrics, and proficiency scales, giving families full transparency into their students' learning progress. This ensures increased involvement and fosters stronger partnerships between the school and our families.

Finally, our focus on targeted intervention is being supported by the use of paraprofessionals who provide tailored support to students as needed. This strategy ensures that every student has the opportunity to succeed, in line with our strategic goal of investing resources to improve student outcomes. This is currently a work in progress, which will more than likely be adapted and tailored to meet the needs as we progress through the school year. However, in the first few weeks of school I am very pleased with our current progress.

With the ongoing support of our coaches and the implementation of effective tools, we are confident that our focus on mastery-based learning will continue to drive success for all students.

Don Walker

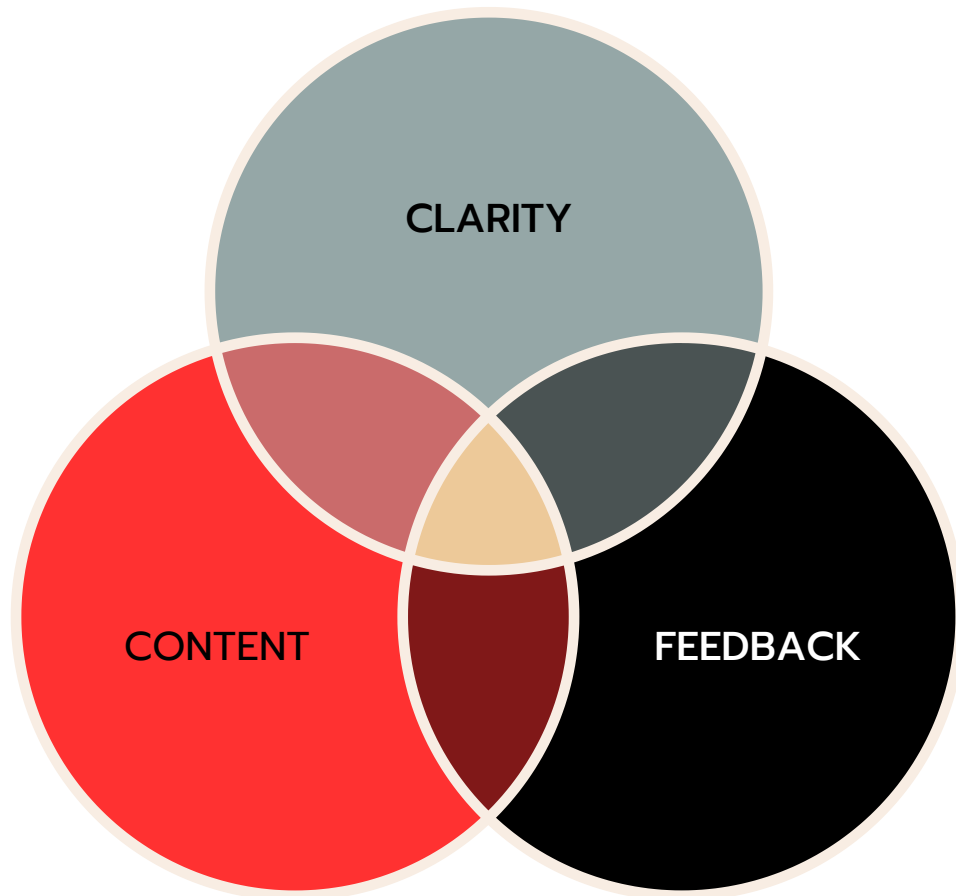
Principal

Lind-Ritzville Middle School

dwalker@lrschools.org

509-677-3408 x5210

OUR COLLECTIVE INSTRUCTIONAL GOALS 2024-25



● CLARITY WORK--KEVIN, BLT **What is the path to success in my classes?**

The staff and students will be able to

- Identify “why” the learning standards are important and meaningful.
- State “how” the student’s achievement is measured and evaluated.
- State what evidence is required to meet standard.

● CONTENT WORK--KEVIN, BLT **Course Profiles: What Tools Do I use to Communicate the Learning that will Take Place?**

The staff will be able to

- Provide a roadmap of what will be learned in the course of the semester
- Balance L2 work with L3/4 work (identifying v. problem solving)
- Use proficiency scales to audit and create content

● FEEDBACK WORK--KEVIN, BLT **How do I give feedback and provide additional learning opportunities in an equitable manner?**

The staff will be able to

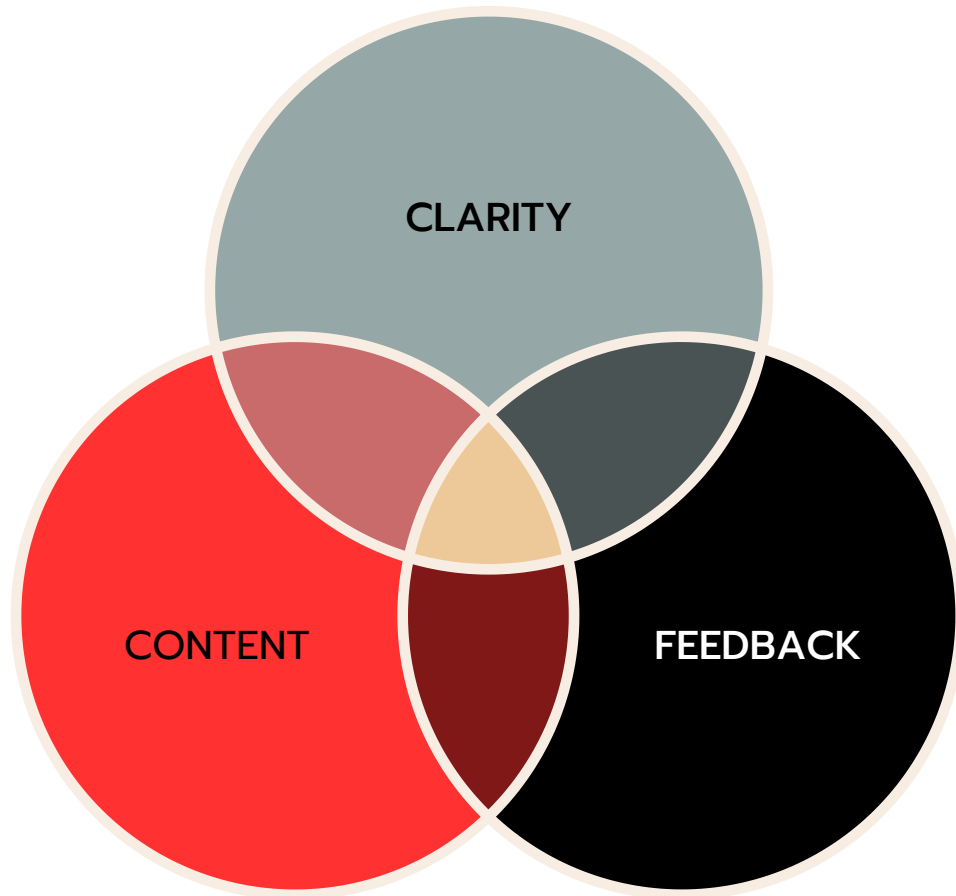
- Grade students on evidence, not compliance
- Cultivate personal growth by including student voice, additional attempts in the feedback process
- Utilize “at-bats” guidelines collectively
- Use rubrics and proficiency scales for learning and grading



Lind-Ritzville High School

Growth-Resilience-Initiative -Tenacity

OUR FOCUS ON EQUITY GOALS 2024-25



CLARITY WORK--ANDY WILLIAMS **How will Student Insight Cards inform me of student strengths and barriers to learning?**

The staff will develop student insight cards so that

- We know about student barriers, learning styles, goals, and test scores.
- We know what the student wants us to know about him or her.
- We create opportunities that match student potential.



CONTENT WORK--ASB / STAFF **How will we intentionally embrace differences and diversity?**

The staff and students will be able to

- Use spaces in the school to make everyone feel welcome.
- Provide curriculum and environments that reflect our diverse population.
- Keep traditions alive; create new ones



FEEDBACK WORK--KAYLA / DONNA **How will we embed more student voice on important school matters?**

The staff will be able to

- use student feedback on school climate and policies to invoke positive changes in our building
- cultivate a equitable response to student concerns and issues.
- Embed student ideas for the betterment of the school.



Lind-Ritzville High School

Growth-Resilience-Initiative -Tenacity

Sex Discrimination and Sex-Based Harassment of Students Prohibited

The district is committed to a positive and productive education free from discrimination. The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Federal and State laws. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

The district has jurisdiction over complaints of sex discrimination, including sex-based harassment, 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.

This policy is developed to meet the district's obligations under Title IX and aligned with Washington State laws and regulations that define sex discrimination. Sex discrimination that does not fall under this policy may be addressed under other district policies and procedures.

The district prohibits sex discrimination of students by other students, employees, or third parties involved in school district activities. The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

For purposes of this policy, "sex discrimination" includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. Sex-based harassment is a form of sex discrimination and is prohibited by this policy.

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 WAC 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 an education or
- b. a factor in decisions affecting that individual's education; or
- c. the conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance 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.

For the purpose of these definitions, sex-based 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.

Commented [DV1]: Expands to "Sex Discrimination and Sex-Based Harassment of Students," which includes sexual harassment but also covers broader forms of sex discrimination, such as harassment based on sex stereotypes, sexual orientation, gender identity, and gender expression

Commented [DV2]: Introduces a more detailed definition of "sex-based harassment," including "quid pro quo harassment," "hostile environment harassment," and specific offenses like sexual assault, dating violence, domestic violence, or stalking, as outlined by Title IX. The definition is more expansive, covering harassment based on sex stereotypes, sexual characteristics, sexual orientation, gender identity, and more.

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 students to comply with its obligations under State and Federal laws, including nondiscrimination (Policy 3210), pregnant and parenting students (Policy 3206), gender-inclusive schools (Policy 3211), district employees (Policy 5011), and pregnant and parenting staff (5012) to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school-communities.

Investigation and Response

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3205P.1.

If the district knows, or reasonably should know, that sex discrimination has occurred, it will promptly investigate to determine what occurred and 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 the sex-based harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority on reports, complaints, and grievances alleging sex discrimination that come to the attention of the district. The district will take these steps every time a complaint alleging sex discrimination comes to the attention of the district.

Allegations of criminal misconduct 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 harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or other third parties involved in school district activities. Anyone else who engages in sex-based harassment on school property or at school activities 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, including retaliation by a student against another student, 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 discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent's procedure. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex 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 other district 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. The procedures can be found at 3205P.2.

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.

Commented [DV3]: Retains these responsibilities but broadens them to include all forms of sex discrimination. The policy specifies that the district will address any sex-based harassment, even if some conduct contributing to a hostile environment occurs outside of school programs or activities.

Commented [DV4]: Expands on these requirements, emphasizing the need for timely and equitable investigation of all forms of sex discrimination, not just sexual harassment. It also details the district's obligation to investigate incidents contributing to a hostile environment, regardless of where they occur

Commented [DV5]: Retains these provisions but applies them to all forms of sex discrimination and sex-based harassment. The new policy also clarifies that no one participating in the district's grievance process will be disciplined solely based on the determination of whether sex discrimination occurred.

Commented [DV6]: Expands training and awareness requirements to cover sex discrimination and sex-based harassment broadly. It includes specific training for the Title IX Coordinator and other district employees.

Commented [DV7]: Expands the notice requirements to include a clear statement on the district's website and other materials, emphasizing the prohibition of sex discrimination and sex-based harassment. It also mandates the inclusion of Title IX Coordinator contact information.

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, students, volunteers, and parents in the review process.

Commented [DV8]: Both Policies: Require an annual review of the policy's effectiveness, with recommendations for changes. However, the new policy provides more comprehensive guidelines for involving various stakeholders in the review process.

Cross References: 3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
3210 - Nondiscrimination
3211 - Gender-Inclusive Schools
3241 - Student Discipline
5010 - Nondiscrimination and Affirmative Action
5011 - Sex Discrimination and Sex-Based Harassment of District Staff Prohibited

Legal References: RCW 49.60 Washington Law Against Discrimination
2024 Title IX Regulations at 34 C.F.R. 106 et seq.
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
WAC 162-32-040 Harassment

Management Resources: 2020 - August Issue
2015 - July Policy Alert
2014 - December Issue
2010 - October Issue

Adoption Date:
Classification: **Essential**
Revised Dates: **10.11; 12.14; 07/01/2015; 3/2019; 08/20/2020; 07.24**

Commented [DV1]: Protections for Pregnancy and Related Conditions The 2024 Regulation also has new requirements that students be provided reasonable modifications for pregnancy and related conditions, lactation spaces, and students who disclose pregnancy to any employee must be referred to the Title IX coordinator for information about pregnancy-related rights.

Pregnant and Parenting Students

The district is committed to a positive and productive education free from sex-based discrimination as required by Federal, State, and local laws for all students in its education programs and activities. These laws prohibit discrimination against any student based on their current, potential, or past pregnancy or related conditions or marital or parental status. Sex-based harassment is a form of sex-based discrimination and includes harassment on the basis of pregnancy or related conditions or marital or parental status.

The district establishes this policy and the accompanying Superintendent's procedures for ensuring the protection and equal treatment of students who are or become pregnant, individuals 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; or
- Recovery from above.

The district must also not adopt or implement any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats students differently on the basis of sex, except as necessary to provide pregnancy or pregnancy-related medical accommodations.

This commitment and discrimination prohibition extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

The district does not engage in prohibited discrimination when it allows a student, based on pregnancy or related conditions, to *voluntarily* participate in a separate portion of its education program or activity, *provided* the district ensures that the separate portion is comparable to that offered to students who are not pregnant or parenting, and do not have related conditions.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific notice, training, and compliance requirements are included in the accompanying procedure 3206P.

Investigation and Response / Grievance Procedures

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex-based discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3205P.1.

Complaints alleging discrimination or harassment based on a person's actual or perceived pregnancy status are to be taken seriously and handled in the same manner as other sex-based discrimination and harassment complaints.

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 the sex-based harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Retaliation and False Allegations

Retaliation, as defined under Federal and State laws and the Superintendent’s procedure, including retaliation by a student against another student, is prohibited 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 as discussed in the Superintendent’s procedure.

This policy and its procedure will support that effort by facilitating district compliance with local, state, and federal laws concerning sex-based discrimination.

Cross References: 3205 - Sex Discrimination and Sex-Based Harassment of Students Prohibited
 3210 - Nondiscrimination
 3230 - Searches of Students and Student Privacy
 3231 - Student Records

Legal References: RCW 28A.640.010 Sexual Equality, Purpose Discrimination Prohibited
 RCW 28A.642 Discrimination Prohibition
 RCW 49.60.040
 20 U.S.C. 1681-1688 Title IX of the Education Amendments Act of 1973
 34 C.F.R. 106.40, Title IX Regulations (2024 Amendments)

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

Searches of Students and Student Privacy

Searches of Students and Personal Property

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff will take particular care to respect students' privacy.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent have the authority to conduct reasonable searches on school property in accordance with the law.

Any authorized school official will conduct searches according to the procedure associated with this policy.

Student Privacy

Adult Students, Emancipated Minors, and Confidential Health Information

State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations, or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences.

Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen-year-old students.

Students over fourteen years of age have confidentiality rights in records indicating that they have been tested or treated for a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol, or mental health treatment.

All students have confidentiality rights in family planning or abortion records.

Cross References:

- 3414 - Infectious Diseases
- 3245 - Students and Telecommunication Devices
- 3231 - Student Records

Legal References:

- 34 CFR § 99.5 What are the rights of students
- 42 CFR § 2.14 Minor patients
- RCW 9.02.100 Reproductive privacy—Public policy
- RCW 13.64.060 Power and capacity of emancipated minor
- RCW 28A.320.040 Bylaws for board and school government
- RCW 28A.600.020 Exclusion of student from classroom — Written disciplinary procedures — Long-term suspension or expulsion

Commented [DV1]: shift in focus from a general emphasis on "Student Privacy and Searches" to a more specific emphasis on "Searches of Students and Student Privacy."

Commented [DV2]: the new policy specifies searches must be conducted in accordance with the law, reinforcing the need for legal compliance.

new requirement that a search is mandatory if there are reasonable grounds to suspect a student has a firearm or other weapon. Also, note from the procedure the explicit prohibition of strip searches or body cavity searches, which was not mentioned in the older policy.

while the provisions remain largely the same, the new procedure elaborates on the conditions under which containers inside lockers may be searched.

Commented [DV3]: the retention of privacy rights for students regarding health information, but with updated language and a stronger legal framework.

Commented [DV4]: expanded and more comprehensive citation of state laws and regulations in the new policy.

RCW 28A.600.210-240 School locker searches—Findings—No expectation of privacy—Authorization—Limitations—Notice and reasonable suspicion requirements

RCW 70.02.220 Sexually transmitted diseases—Permitted and mandatory disclosures

RCW 70.02.240 Mental health services—Minors—Permitted disclosures

RCW 70.02.265 Adolescent behavioral health services—Disclosures of treatment information and records—Restrictions and requirements

Management Resources: Policy News, June 1999 School safety bills impact policy

Adoption Date:

Classification: **Encouraged**

Revised Dates: **06.99; 12.06; 12/01/2011; 12.22**

STATEMENT OF OUT OF ENDORSEMENT TEACHING ASSIGNMENT

2024-2025 SCHOOL YEAR

During the 2024-2025 school year, the Lind-Ritzville Cooperative Board of Directors will permit the following teacher(s) to instruct one or more courses out of endorsement. In doing so, the Board considered successful related previous and/or concurrent experience(s) in planning, preparation, and instruction. In some instances, related extra-curricular experience was taken into consideration.

Teacher	Course(s)	Grade (s)
Deanna Brooks	Pre-School Teacher	PreK
Shannon Court	Art	7-8
Christina Heater	Photojournalism and Yearbook	7-8
Jennifer York	Drama	7-8
Allison Nichols	Film Appreciation	9-12
Brendan Bermea	PE and Weight Lifting	7-8
Nicole Shields	Transitional Kindergarten Teacher	TK

Adam Labes
Chairman, Lind Board of Directors

Erin Repp
Chairman, Ritzville Board of Directors

Dated this 23rd day of September, 2024

Submitted by:

Don Vanderholm
Superintendent
Lind-Ritzville Cooperative Schools

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

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