

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

LIND

Flag Salute

1. Call to Order and Verification
2. Approval February 26, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$105,426.72
 - b. Transportation Cooperative Accounts Payable - \$37,329.16
 - c. Associated Student Body Fund Accounts Payable - \$0
 - d. Payroll for March 29, 2024 - \$380,029.34
 - e. Accept Resignation of Girls Varsity Basketball Coach - Bryce Court
 - f. Accept Resignation of Girls Jr Varsity Basketball Coach - Shannon Court
 - g. Accept Resignation of Boys Varsity Basketball Coach - Dustan Arlt

RITZVILLE

1. Call to Order and Verification
2. Approval February 26, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$150,467.90
 - b. Transportation Cooperative Accounts Payable - \$37,329.16
 - c. Associated Student Body Fund Accounts Payable - \$11,207.06
 - d. Payroll for March 29, 2024 - \$429,291.55; February 29, 2024 \$6,520.71
 - e. Accept Resignation of Girls Varsity Basketball Coach - Bryce Court
 - f. Accept Resignation of Girls Jr Varsity Basketball Coach - Shannon Court
 - g. Accept Resignation of LRHS Spanish Teacher - Angela Nelson
 - h. Accept Resignation of Boys Varsity Basketball Coach - Dustan Arlt
 - i. Accept Recommendation for RGS Principal - Tanner LaTour

JOINT ITEMS

5. Legislative Update
6. Reports to the Board
 - a. Students & School Program
 - i. Student Representatives' Report
 - iii. Principals' Report
 - a. Cooperative Spotlight
7. Superintendent's Report
 - a. Cooperative Report - Music/E-Sports- Jenn York
8. Public Comment
9. Policy Review & Emerging Issues
 - a. ***Second Reading & Approval*** - Policy 2403 Math-Mastery Based Learning and Credit (Lind & Ritzville)
 - b. ***Second Reading & Approval*** - Policy 2404 Science-Mastery Based Learning and Credit (Lind & Ritzville)

- c. ***Second Reading & Approval*** - Policy 2405 Social Studies -Mastery Based Learning and Credit (Lind & Ritzville)
 - d. ***Second Reading & Approval*** - Policy 2406 The Arts -Mastery Based Learning and Credit (Lind & Ritzville)
 - e. ***Second Reading & Approval*** - Policy 2407 Health & Physical Education -Mastery Based Learning and Credit (Lind & Ritzville)
 - f. ***Second Reading & Approval*** - Policy 2408 Integrated Environmental & Sustainability Education-Mastery Based Learning and Credit (Lind & Ritzville)
 - g. ***Second Reading & Approval*** - Policy 2409 World Language-Mastery Based Learning and Credit (Lind & Ritzville)
 - h. ***Second Reading & Approval*** - Policy 2413 Equivalency Credit Opportunities (Lind & Ritzville)
 - i. ***Second Reading & Approval*** - Policy 2195 Academic Acceleration (Lind & Ritzville)
 - j. ***Second Reading & Approval*** - Policy 6610 Video Surveillance (Lind & Ritzville)
 - k. ***Second Reading & Approval*** - Policy 5281 Disciplinary Action and Discharge (Lind & Ritzville)
 - l. ***Second Reading & Approval*** - Policy 5280 Separation from Employment (Lind & Ritzville)
 - m. ***Approval*** Revised MOU with East Adams Rural Hospital (**Ritzville Only**)
- 10. Finance
 - 11. Other Reports
 - 12. Board Member Reports
 - 14. Adjournment

Items for next meeting:

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

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

Ritzville School Board Members:	Erin Repp	Tia Kubik
	Reid Phillips	Scott Carruth

Ritzville Chair Repp led the Pledge of Allegiance.

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

Ritzville Director Kubik moved to approve the January 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 Phillips moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$\$233,807.64; Transportation Cooperative Accounts Payable - \$49,975.00; Associated Student Body Fund Accounts Payable - \$18,480.80; Payroll for February 29,2024 - \$406,448.23; Accept Resignation of RGS 2nd Grade Teacher - Jack Welker; Accept Resignation of RGS Title 1 Teacher - Diane Leffel; Accept Resignation of LRCS Nurse - Aimee Schell; Accept Recommendation for RGS 1:1 Para - Terrie Swartz; Ritzville Director Carruth 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 6:31 P.M.

Lind Director Schmunk moved to approve the January 22,2024 Regular Board Meeting minutes. Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

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

Lind Director Williamson moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$83,148.15; Transportation Cooperative Accounts Payable - \$49,975.00; Associated Student Body Fund Accounts Payable - \$713.03; Payroll for January 31, 2024 - \$380,743.94; Accept Resignation of LRCS Nurse - Aimee Schell; Accept Recommendation of LES 3rd Grade Teacher - Samantha Davey; 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 that he submitted a letter in opposition to ESHB 2331 and ESB 5462, stating that important educational decisions should be made at the local level. The Legislature passed SHB 2180, which increased special education funding for the 2024-25 school year. Also passed was ESHB 2494, increasing MSOC funding by \$21 per student. Mr. Vanderholm wrote a letter to senators Wellman and Billig stating the increase in MSOC funding is appreciated, but it is still not enough to fully fund the increasing operating costs that school districts are facing. In the past 5 years liability insurance has increased 100% for Ritzville and 62% for Lind, fuel increased by 77% and utilities in Ritzville have had a 49% rate increase.

Reports to the Board

Students & School Programs

Student Representatives Report

Student Representative Addy Colbert gave an update about LRHS current and upcoming events, including State Wrestling, Spring Sports, Bi-County Honor Band, FCCLA State Conference and Prom. She reported that for National FFA week, FFA members visited the middle school for an activity.

Principals' Report

RGS teachers, Amy Wellsandt and Diane Leffel, gave a presentation of the UFLI curriculum. They explained that the curriculum uses phonics to teach students reading and writing through the association of sounds with letters. They shared how they have seen growth in their students reading and writing and that students are excited about the hands-on lessons.

Principal reports from RGS Principal Cindy Deska, 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. Each report gave a snapshot of the activities in their building during the month of February.

Superintendent's Report

Superintendent Vanderholm shared that the district will be pausing comprehensive sexual health education this year. School Nurse, Aimee Schell, declined to present the curriculum during the board meeting and asked to be excused from teaching the classes this year. Letters will be sent to update families and the district will post parent information on the district website.

Superintendent Vanderholm shared grant news, since January's meeting the district has received a total of \$10,800 in grants. This includes the ADA Award for Lind- \$99,990; \$4800 for Soils Chemistry Curriculum, \$8500 for Farm to Table course at LRMS, \$4000 for CTSO leadership fees and activities, \$1500 for FFA and FCCLA competition jackets and clothing.

Mr. Vanderholm updated the boards on facilities, sharing that there will be a stakeholders meeting in March and will begin work on a child care needs assessment for the Lind and Ritzville communities.

Superintendent Vanderholm shared that he recently met with a funding specialist that has experience working with smaller school districts and municipalities that could help with writing larger state and federal grants. He explained that this person would not be a new hire but instead would be a contractual employee and they would work as much or as little as the district needs. Contract would not exceed \$10,000.

Mr. Vanderholm announced that the levies in both Lind and Ritzville passed and thanked both communities for their support.

Superintendent Vanderholm gave an update on the continuing work on Standards Based Learning and he has met with high school staff to get their feedback. Next phase will be putting proficiency scales in place.

Other items shared, the February Coffee with the Superintendent, at the WSU Extension office, went well and nine attendees asked great questions and had positive feedback. The Cooperative Site Team meeting had a good discussion on the Comprehensive Sexual Health curriculum. So far, there are seven applicants for the new Principal at Ritzville Grade School and interviews will take place on March 12.

Public Comment - There was no public comment.

Policy Review & Emerging Issues

There was an Annual Review of Lind-Ritzville Cooperative Agreements, with a revision to update language for sharing costs of academic counselors.

Prior to the vote of the 2024-25 school calendar, Superintendent Vanderholm explained a change that was made. Spring break was moved to the week of April 7-11 in order to line-up other districts in our athletics league. This will help reduce the need for scheduling contests over Spring break. He would also like the option to possibly move the October Teacher In-Service Day from October 4 to October 11, explaining this will not affect the number of school days. The reason for this is to allow for LRCS to participate in a potential Bi-County learning day.

Ritzville Director Kubik moved for Approval of the School Calendar. Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Schmunk moved for Approval of the School Calendar. Director Weidemann seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Carruth moved for Approval of Outdoor Heat Exposure Plan. Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Weidemann moved for Approval of Outdoor Heat Exposure Plan. Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved for Approval of Wildfire Smoke Plan. Director Kubik seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Starring moved for Approval of Wildfire Smoke Plan. Director Williamson seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Kubik moved for Approval of Voluntary Use of Filtering Face-Piece Respirators Plan. Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Williamson moved for Approval of Voluntary Use of Filtering Face-Piece Respirators Plan. Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

There was a first reading of Policy 2403 Math - Mastery Based Learning and Credit

There was a first reading of Policy 2404 Science - Mastery Based Learning and Credit

There was a first reading of Policy 2405 Social Studies - Mastery Based Learning and Credit

There was a first reading of Policy 2406 The Arts - Mastery Based Learning and Credit

There was a first reading of Policy 2407 Health & Physical Education - Mastery Based Learning and Credit

There was a first reading of Policy 2408 Integrated Environmental & Sustainability Education - Mastery Based Learning and Credit

There was a first reading of Policy 2409 World Language-Mastery Based Learning and Credit

There was a first reading of Policy 2413 Equivalency Credit Opportunities

There was a first reading of Policy 2195 Academic Acceleration

There was a first reading of Policy 6610 Video Surveillance

There was a first reading of Policy 5281 Disciplinary Action and Discharge

There was a first reading of Policy 5280 Separation from Employment

Ritzville Director Carruth moved for Approval of Highly Capable Plan. Director Kubik seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Schmunk moved for Approval of Highly Capable Plan. Director Weidemann seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Kubik moved for Approval of Resolution #2023-005 - Cancellation of Stale Warrants. Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Weidemann moved for Approval of Resolution #23-24-03 - Cancellation of Stale Warrants. Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Financial Reports

LRCS Business Manager, Kris Robbins, updated the board on finances. She reported that last month the apportionment was updated. Prior to January, apportionment is based on budgeted enrollment and from January on it is based on actual enrollment. Lind is down due to a decrease in enrollment and Ritzville is up from what was budgeted. She also reported that the Transportation allocation should be increasing, but we have yet to receive an increase. The difference between the state allocation and our expenses are running about \$300,000 more. Cash flow documents are in the financial file for board review.

Other Reports - There was nothing to report.

Board Member Reports

Mr. Vanderholm reminded the board to do their required Professional Development training courses.

There being no further business, the Lind and Ritzville School Board meeting was adjourned at 7:42 PM.

Chairman/Date

Chairman/Date

Secretary to the Board



Lind-Ritzville High School

209 E. Wellsandt Road
Ritzville, WA 99169
(509) 659-1720
(509) 659-5140 Fax



Kevin Terris, Principal

Dustan Arlt, Athletic Director

Michelle Balfe, Secretary

March 10, 2024

To Whom It May Concern,

With heavy hearts, we submit this letter of resignation from the Girls' Basketball positions. We would like to thank those who believed in us enough to hire us and we apologize that we were not a long-term solution to a historical revolving door of coaches at this position. We enjoyed our experience and hope that we had a positive impact on the students that we coached.

Despite our reluctance, we recognize that we are the wrong people for this position and will step aside so that this community may find someone with the characteristics they are seeking. On that note, as we walk out the door, we would like to express some concern for what those characteristics might look like.

As coaches, we were fully prepared to deal with parents complaining about playing time and coaching decisions. Perhaps ironically, these complaints only materialized in muttered comments to other commiserators and were never professionally brought to our attention. While bothersome, this is not unexpected in a small community. Regardless, we were not prepared for large sections of the community, parents, and teammates dragging down one of their own. While we had witnessed it during the boys' season last year, regarding a future State Tournament MVP and a player's promotion who directly correlated with team wins, we were still caught unawares when it was directed at one of the hardest-working players we have ever coached. That we felt powerless to protect the athlete haunts us and, in no small part, drives this decision to resign. Wanting what is best for your child is not a parental fault; wanting unearned recognition at the expense of someone else's child just might be.

To be clear, we believe winning is a byproduct of building skills, developing character, and **sacrifice**. Winning requires the sacrifice of copious amounts of time and recognition, our own included. We have not seen that willing sacrifice in very many of our student-athletes. We erroneously assumed that winning was the driving motivation behind Varsity athletics. What we have encountered in our time here is winning is communally sacrificed to groups of bulldozer parents' attitudes metastasizing in their children who are unwilling to do the hard work that creates the possibility of winning.

If the team wins and "I" didn't play enough or "I" performed suboptimally; what we would expect, as an athlete, is to work on those skills which would result in more playing time. What we have seen is external demands for unearned entitlements based on more insidious reasons and blame shifting to the more visible people. This permeating attitude is understandable if the goal of sports is to ensure that everyone participates and a participatory directive is a perfectly acceptable alternative for running an athletic program. It is not what we signed up for. Winning, as a byproduct of doing hard things right, was our expectation. We do not believe that we are the right people to create this fundamental shift, nor that this community wants this change.

Thank you again for your trust in us to attempt to raise young women into leadership roles. We enjoyed the women that we coached and while we see the community's failings reflected in some of those student-athletes, we do not blame them for believing that which they were inundated with at home. Growth is a derivative of failure, and until a community can hold up a mirror to its failings, we do not believe we should be proverbial punching bags for any child's lack of success.

Bryce and Shannon Court



Lind-Ritzville High School

209 E. Wellsandt Road
Ritzville, WA 99169
(509) 659-1720 Office
(888)974-3546 Fax



Kevin Terris, Principal

Dustan Arlt, Athletic Director

Michelle Balfe, Secretary

3/24/2024

To whom it may concern,

I am writing this letter to officially resign my position as the HS boys basketball head coach. I have discussed this with my varsity players after our last game in the locker room. I also informed the rest of the players and parents at the conclusion of our basketball awards banquet that this would most likely be the last year for me as the boys basketball head coach. I have taken a little more time to think about it and have not changed my mind. I have spent the last 20 seasons coaching basketball for LRS with the past 15 of those seasons as the HS boys head coach. I have also coached many years of baseball and football in that time for a total of 51 school sports seasons that I have coached in the past 20 years. It is time for a little break and focus on my own kids' teams more with coaching.

It has become more difficult the past couple years balancing my schedule as my own kids have got more involved in sports and also becoming our AD at LRS. I have been coaching many of their youth teams along with coaching school sports teams for several years. Things are not slowing down anytime soon with my own kids' activities. It has become more difficult as a dad to miss their activities or coach their teams while still trying to be a HS head coach right now. All 3 of my own kids will be involved in basketball starting next year at the youth or MS levels that is at the same time as the HS basketball season. I want to be there for them as their coach or just as their dad watching them play. After the HS basketball season, I have been able to take my two daughter's teams to several tournaments as their coach without trying to work around coaching HS and it has been very enjoyable. I would like to be able to do this even more with their groups playing sports and provide more opportunities for them. I have been able to balance coaching school teams along with their teams as best that I could. I feel it is not sustainable at this time to do all these things while also continuing to be the HS boys head coach. Each duty takes away a little bit from the other one. I am not able to put the same time and energy that I would like to put in with each group. I am also heavily involved in many of our youth programs and know how difficult it is to find parents that are willing to coach youth sports in our community. I need to be available to do this for my kids, their friends, and our youth organizations. This is something that I really enjoy and I will not get these years back with my kids in youth sports.

I do plan on returning to coaching for our school at some point after a little break either at the HS and/or MS levels in basketball or another sport. I will see when I am ready again to help out with our programs that works well with my schedule as a youth coach, teacher, and AD. I want to thank all of the people that supported me over the years as our HS boys basketball head coach. I especially want to thank all of my past and current players. I have had the pleasure to coach many boys that have put the time into our program to help make it a successful and respected boys basketball program for many years.

Sincerely,

Dustan Arlt

13 March 2024

Dear Mr. Terris,

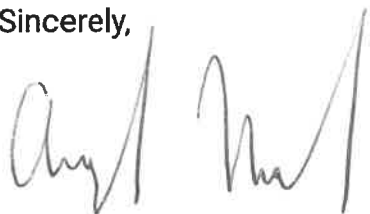
I am writing this letter to formally resign from my position as a Spanish teacher at Lind-Ritzville High School, effective at the end of the 2023-2024 School year.

This decision has not been an easy one to make, as I have thoroughly enjoyed my time working with the students, staff, and administration. I could not have asked for a better school to be a first year teacher. However, after careful consideration, I will not be able to return next year.

I am so incredibly grateful for the support and all that I have learned this year.

Thank you once again for the opportunity to be a part of the LRHS family where it is always a good day to be a Bronco.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Angela Nelson', with a stylized, cursive script.

Ángela Nelson



Jamie Nichols <jnichols@lrschools.org>

Recommendation for Tanner LaTour

1 message

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

Fri, Mar 22, 2024 at 3:58 PM

It is with great pleasure that I recommend Tanner LaTour to serve as the RGS principal commencing in the 2024-2025 school year. Tanner comes to us with a strong background and experience in elementary school education and administration and should be an outstanding addition to the overall Cooperative administrative team.

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

"LIND-RITZVILLE GRIT"

Lind Elementary March 2024
Board Report
Sarah Dinkins

I can't believe it is almost spring break already! Time flies when you are having fun. We just finished up classified appreciation week. These appreciation days/weeks are always fun to highlight our wonderful staff. I am truly blessed with staff that love their job, are team contributors, and bring amazing ideas to the table. Their positive attitude and growth mindset has a huge impact on our students' whole child growth.

With the good weather comes more student conflicts at recess. My team has spent some time this month teaching appropriate behaviors on the playground. We are seeing more slapping and pushing with the little kids, following the older kids around to annoy them, and some of our upper level students are having inappropriate adult conversations with their friends or poor sportsmanship during soccer and basketball. When these behaviors arise and become a majority of students/class the teacher, counselor, recess staff, and I take a head on approach and address it in the classroom together. This accomplishes a couple things:

1. We explicitly make sure students understand the expectation and make them restate expectations and verify they will do it.
2. They realize we are all on the same page.
3. I tell them I'm letting their parents know.
4. They are made aware that they are out of warnings and the recess staff will now be placing students in "park it".

We just completed our spring cycle of district assessments. Last spring, using the NWEA testing platform 36% of students met benchmark in Math and 41% met benchmark in ELA. This year we are up! In math 52% and in ELA 51% of our students met or exceeded benchmark. We also saw an increase in our Math and ELA scores on our second source of data used: MobyMax and DIBELS. Why do I think we are seeing this growth? A couple reasons. First, as a staff we have spent more time in PLC's looking at our data to identify what a student needs to learn and then creating targeted mini lessons for the student to catch them up. Second, our new math curriculum is very standards driven. It is structured to expose students early on to vital math vocabulary, it allows the students time to explore math concepts concretely before requiring them to conceptualize it, and it has multiple checkpoints built in to allow teachers time to see who is getting it and who needs more. Third, we have implemented some new intervention curriculum for reading and offered after school tutoring.

What's next?

My staff is working on better aligning writing TK-5 so that all students are learning not only genre writing, but also short response writing. The majority of the state end of year assessment is short response writing. By incorporating more short response writing we will improve their confidence on the assessment and improve their understanding of what they are reading.

RGS Board Report - March

RGS has been a busy place! We had 180 people attend family night, with Mobius. Great responses were reported by families of this fun evening.

We continue to have good responses from our behavior plans that we have with students, with close monitoring and adjustments as needed.

Our biggest news is the interviewing and hiring of the new Principal! Congratulations and Welcome to Mr. Tanner LaTour!

LRMS Board Report - March

LRMS is experiencing a lively spring season, marked by the vibrant energy typical of this time of year. With the blossoming of flowers comes a surge in minor behaviors, as expected with the allure of beautiful weather. While we've noticed some typical middle school behaviors such as occasional inappropriate language and drawings, pushing, touching, and even the occasional window licking, the more major types of student behavior items have significantly improved from last year.

Our team at LRMS is truly exceptional, collaborating well and maintaining a spirit of camaraderie. Burn out is definitely real at this point of the year, but the side effects are minimal. We are currently working together towards improving our mastery based learning approach, which each staff member brings a new unique perspective on.

My most recent months as a principal have included: addressing student behaviors, communicating with parents, creation of our new leadership crew, preparing for upcoming conferences, mentoring teachers, teacher observations, work with mastery based learning and effective teaching methods, preparations for next school year, distributing classroom furniture, etc.

Overall, our journey at LRMS this year is characterized by progress and teamwork, buoyed by the dedication of our staff and dedication of our students to our LRMS Theme: **L**ead by example, **R**elentlessly **M**otivated, which all leads to **S**uccess.



Don Walker

Principal

dwalker@lrschools.org

509-677-3408 x5210

507 North E St, Lind, WA 99341

How is staff morale and student conduct?

Staff morale is good for the most part. Some staff have shared with me that they feel they have too many professional development tasks to complete, and they would like clarity on where I want them to be before the end of the year. PD topics that we are focusing on are the following:

- Better clarity for students and families on what the student will specifically learn in the course
- The evidence the student will be required to provide for that learning
- The feedback tools we use to communicate learning and grading. I provided staff copies of completed proficiency scales for their coursework, and some staff were a little overwhelmed with the tools.

Student conduct is very good. It's important to not let one or two student issues skew the behavior of the majority of students. The staff and I have it pretty good here.

How are the day to day operations going?

- We are having a good Spring. Discipline matters are very low, and many of our policies around athletics, attendance, and discipline are effective.

What tasks and duties have been taking up the majority of your time?

- Staff observations and TPEP evaluations
 - All observations are done, but I have three staff on comprehensive evaluations
 - We have a lot of good learning opportunities happening during our school day
- CTE Director Work
 - Working with Dustin Killian and Andy Williams certification, writing frameworks for approval, submitting paperwork for state approval of two new courses, meeting with the hospital, ordering materials, and other meetings.
- First-year student issues
 - Lack of understanding/care around not finishing 9th grade on-track to graduate
 - Parent enthusiasm seems low
 - Apathy toward school work, particularly with male students

Math Mastery-Based Learning and Credit

Commented [DV1]: New policy to align with MBL requirements

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency. The district acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit, and will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 – High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: **04.20**
Classification: **Encouraged**
Revised Dates: **; 12.20**

Science Mastery-Based Learning and Credit

Commented [DV1]: New policy to align with MBL requirements

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing, and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit, and will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

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Adoption Date: **04.20**
Classification: **Encouraged**
Revised Dates: **; 12.20**

Social Studies Mastery-Based Learning and Credit

Commented [DV1]: New policy to align with MBL requirements

The board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award social studies credits to students based on demonstrated mastery/proficiency across a range of social studies skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit, and will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: **04.20**
Classification: **Encouraged**
Revised Dates: **; 12.20**

The Arts Mastery-Based Credits

Commented [DV1]: New policy to align with MBL requirements

The board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in the arts to students based on demonstrated proficiency across a range of skills in the arts.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit, and will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: **04.20**
Classification: **Encouraged**
Revised Dates: **; 12.20**

Health and Physical Education Mastery-Based Credit

Commented [DV1]: New policy to align with MBL requirements

The board recognizes the value of providing students a health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

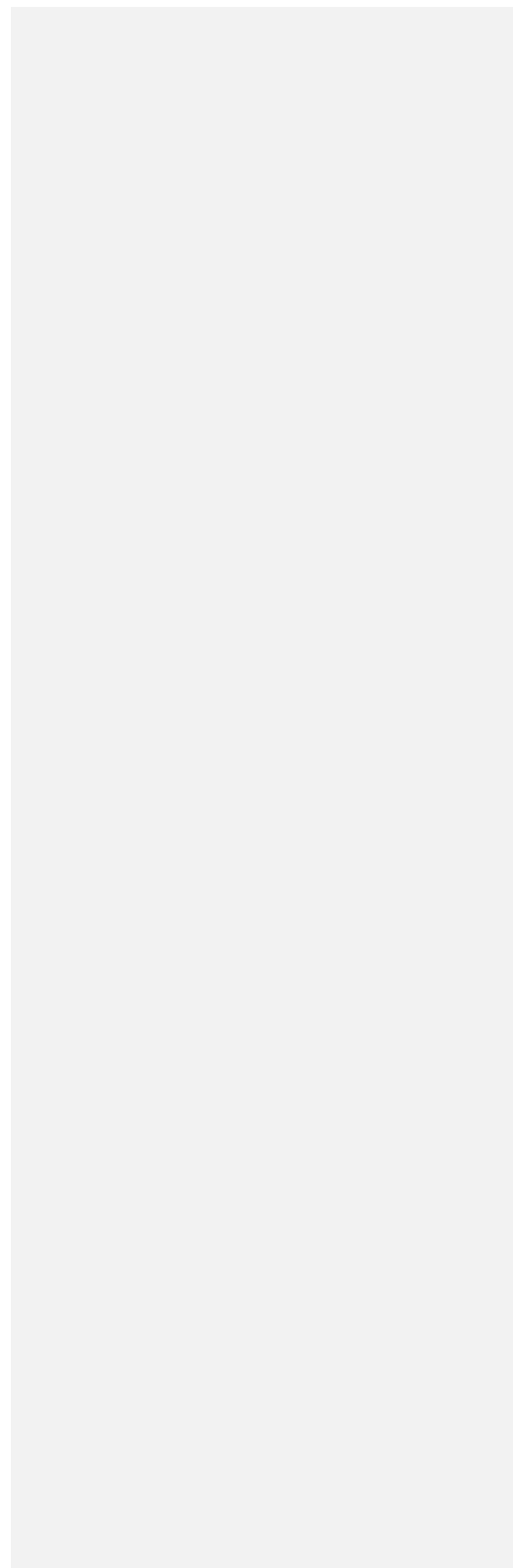
As described in the procedures, the district will award credits in health and physical activity to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit, and will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: RCW 28A.230.050 Physical education in high schools.
WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adoption Date: **04.20**
Classification: **Encouraged**
Revised Dates: ; **12.20**



Integrated Environmental and Sustainability Education Mastery-Based Credit

Commented [DV1]: New policy to align with MBL requirements

The board recognizes the value of providing students instruction about conservation, natural resources, and the environment and helping students to be environmentally and sustainability literate. The board places a high value on environmental stewardship. Students may further develop their environmental and sustainability education skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in environmental and sustainability education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

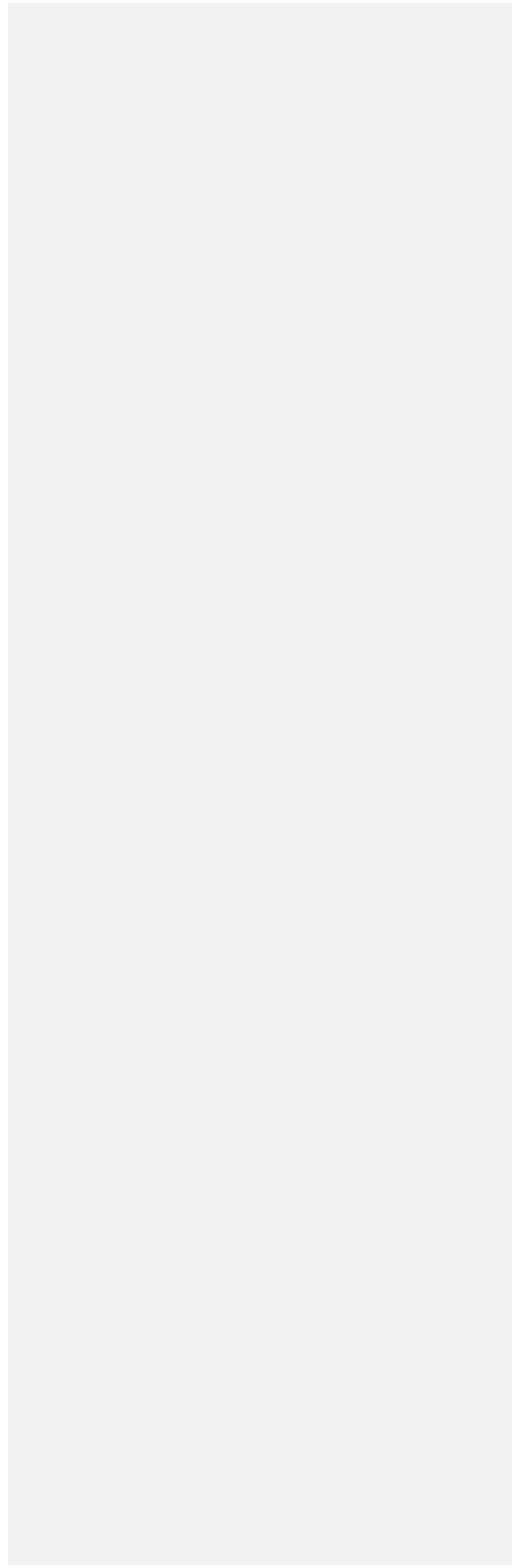
As described in the procedures, the district will award credits to students based on demonstrated proficiency across a range of environmental and sustainability education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit, and will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: WAC 392-410-115 Mandatory areas of study in the common school.
WAC 180-51-050 High school credit — Definition.
RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies.
WAC 180-51-051 Procedure for granting students mastery-based credit.

Adoption Date: **04.20**
Classification: **Encouraged**
Revised Dates: ; **12.20**



World Language Mastery-Based Credit

Commented [DV1]: New policy to align with MBL requirements

The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online or living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read, and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

As described in the procedures, the district will award world language credits to students based on demonstrated proficiency across a range of language skills.

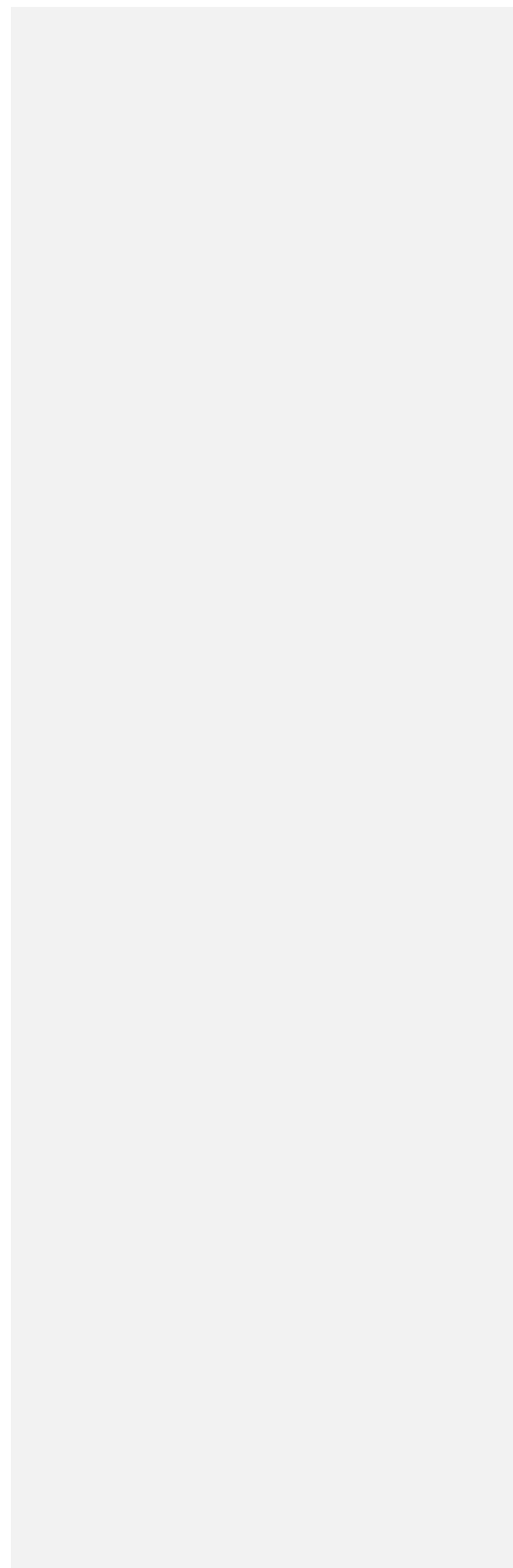
To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit, and will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit

Management Resources: 2020 - December Issue
2019 - July Policy Issue
2010 - August Issue

Adoption Date:
Classification: **Encouraged**
Revised Dates: **8.10; 12.11; 07.19; 12.20**



Equivalency Credit Opportunities

Commented [DV1]: Updates policy to reflect changes and increased options for awarding credits based on students demonstrating mastery, competency, and equivalency.

I. Experiential Education Opportunities

The district may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district. To grant credit for such experiences, a proposal for approval of credit must be submitted to the district's designated team.

The proposal shall include the following elements:

- (a) Name of program or planned learning experience;
- (b) Length of time for which approval is desired;
- (c) Objectives of the program or planned learning experience;
- (d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- (e) Description of how credits shall be determined (completion of a district-defined course or satisfactory demonstration of proficiency/mastery in the related state learning standards in accord with WAC 180-51-050(1)) and WAC 180-51-051;
- (f) Content outline of the program and/or major learning activities and instructional materials to be used;
- (g) Description of how student performance will be assessed;
- (h) Qualifications of instructional personnel;
- (i) Plans for evaluation of program; and
- (j) How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, and education programs sponsored by governmental agencies.

II. Career and Technical Education Courses Provided by the District

Until September 1, 2021, the district will offer high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the Office of Superintendent of Public Instruction under RCW 28A.700.070.

On or after September 1, 2021, any statewide equivalency course offered by the district or accessed at a skill center will be offered for academic credit.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.
3. Recorded on the student's transcripts as the academic course the equivalence credit fulfills.

III. Mastery/Competency-based credits

Students may obtain up to 1 credit of mastery-based credit for English language arts, math, and science by passing a district-created assessment that is aligned to state learning standards and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI). Students do not need to have attempted and failed a course before being eligible for these options. Any of the following mastery-based credit earning options may be utilized:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- Other assessment approaches, as approved by a local mastery-based team.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in English, Math, Science, Social Studies and Foreign Language courses if the student demonstrates proficiency by achieving a "B" or higher grade in the next-higher level course.

The mastery/competency examination must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the examination is offered, which could include individual schools, district buildings, community colleges, universities, education service districts, or other community settings. A student may take the examination three times. The district will award credit based on the highest examination score.

If applicable, the student will be responsible for the cost of taking a re-taking a mastery/competency examination. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced lunch.

Commented [DV2]: New section that clarifies alignment with SBE direction on MBL.

The district will receive official test results for each student who takes a mastery/competency examination. The district will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Courses taken before attending high school

The district will award high school credit for computer science courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

IV. Computer Science Courses

AP courses

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science, and may be used by a student to meet math or science graduation requirements. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Mastery/Competency-based credits

The district may award academic credit for computer science to students based on student completion of a mastery/competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).

To receive mastery/competency-based credits for computer science, a student must take a mastery/competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the mastery/competency examination.

Commented [DV3]: Removes some redundant language from current policy.

Cross References: 2170 - Career and Technical Education
2410 - High School Graduation Requirements

Legal References: Laws of 2019, ch. 180, § 2 High school computer science courses—Availability—Competency testing
RCW 28A.230.010 Course content requirements—Access to career and technical course equivalencies—Duties of school boards of directors—Waivers
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
WAC 180-51 High school graduation requirements
WAC 392-410 Courses of study and equivalencies

Management Resources: 2019 - July Policy Issue
2018 - May Policy Issue
2013 - September Issue
Policy News, August 2006 Legislature Codifies Course Equivalency for Career and Technical Courses

Adoption Date:
Classification: **Essential**
Revised Dates: **08.06; 12.11; 09.13; 05.18;07.19; 04/01/2020; 12/22/2020; 02.21**

Academic Acceleration

The board recognizes the need for all high school students to have greater access to rigorous advanced courses, including dual credit programs. To that end, the district will automatically enroll students who meet or exceed the state standard on the eighth grade or high school English language arts or mathematics statewide student assessment in the next most rigorous level of advanced courses or program offered by the high school.

The subject matter of courses or program in which students are automatically enrolled will be determined by the areas of the statewide assessment in which the student met state standards. Students who meet or exceed state standard on the English language arts statewide student assessment are eligible for enrollment in English, social studies, humanities, and other related subjects. Students who meet or exceed the state standard on the mathematics statewide student assessment are eligible for enrollment in advanced mathematics courses.

Beginning in 2021-2022 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are eligible for enrollment in advanced courses in science.

Students who successfully complete the advanced courses will then be enrolled in the next most rigorous level of advanced courses, with the ultimate goal being the student's automatic enrollment in dual credit courses.

The district will notify students and parents/guardians regarding the academic acceleration policy and the advanced courses available to students. The district will provide the parent/guardian with an opportunity for the student to opt out of participation in the academic acceleration process and enroll in an alternative course or program that aligns with the student's high school and beyond plan goals.

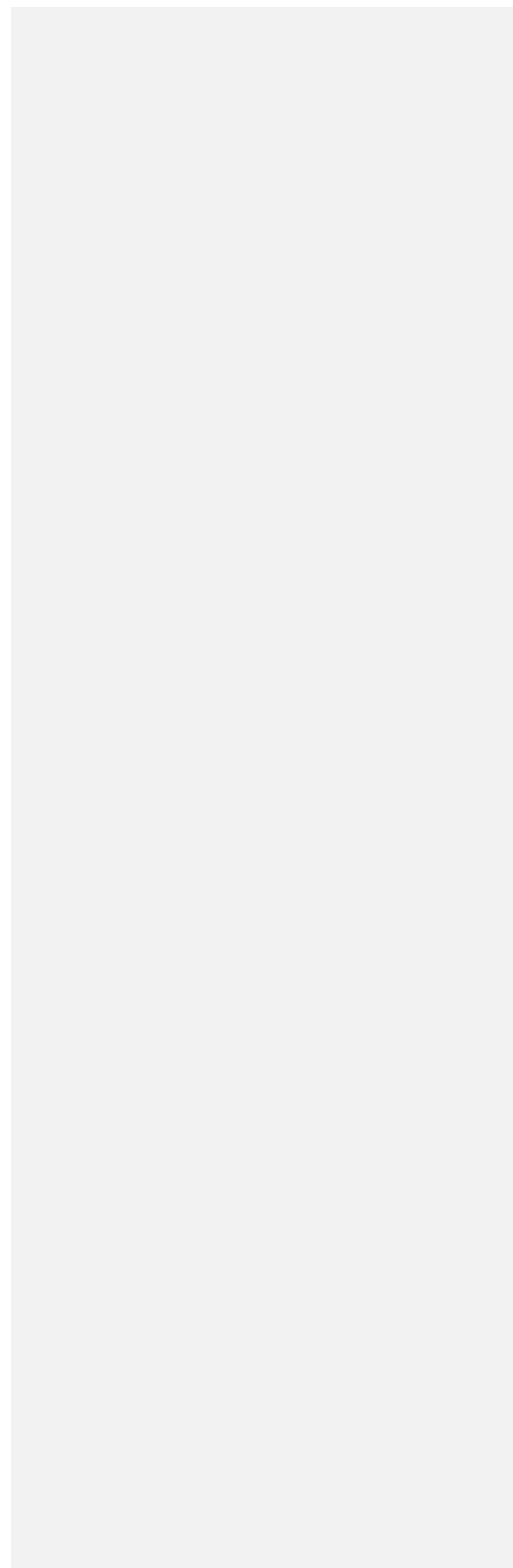
Cross References: 2413 - Equivalency Credit Opportunities
 2000 - Student Learning Goals

Legal References: RCW 28A.320.196 Academic acceleration incentive
 program—Dual credit courses—Allocation of funds—Reports
 RCW 28A.320.195 Academic acceleration for high school
 students—Adoption of policy
 RCW 28A.300.560 Data on college credit through dual credit
 courses—Posting on website

Management Resources: 2019 - July Policy Issue
 2013 - September Issue

Adoption Date:
Classification: **Essential**
Revised Dates: **09.13; 07.19**

Commented [DV1]: We do not have this policy in place and frankly, I don't know why. It's included in our practice but why it is not posted along with other approved policies, I don't know, but it is required.



Video Surveillance

The board authorizes the use of video surveillance on district property for the purpose of maintaining the health, welfare, and safety of students, staff, and visitors, and to protect district equipment and facilities. The board authorizes video surveillance in common areas on district property and further authorizes the superintendent or designee to determine exact locations for cameras. The board further authorizes the superintendent or designee to install cameras to address specific incidents or need. However, the district will not install or use cameras in restrooms and locker rooms, or breakrooms.

In general, only those individuals with a legitimate administrative or educational purpose may be permitted to view the video recordings. In most instances, those persons will be the superintendent, principals, supervisors, and other administrators.

The district will notify staff and students through the district website, staff and student handbooks that video surveillance may occur on district property. The district may use footage from video surveillance for student disciplinary action. In addition, the Superintendent and building principals may use video cameras for the purpose of monitoring employee actions and the district reserves the right to use footage from video surveillance for staff discipline or discharge, although this is not the primary purpose of video surveillance.

In certain instances, video recordings may become a part of a student's educational record or a staff member's personnel record. The district will comply with all applicable state and federal laws related to record maintenance, retention, and disclosure.

Legal References: 42 U.S.C. 1232g Family Educational Rights and Privacy Act

Management Resources: 2018 - August 2018 - August Policy Issue

Adoption Date: **08.18**
Classification: **Encouraged**
Revised Dates:

Commented [DV1]: We do not currently have this policy. As you will see there are some advantages to adopting this language.

Commented [DV2]: Discussed adding this language with the PSE; Makes sense as we would never install cameras in breakrooms.

Commented [DV3]: I asked the attorney to review Draft Policy 6610. Here is what he had to say:
There are a couple of issues regarding the policy that I need to bring to your attention. First, the policy states: "In addition, the district reserves the right to use footage from video surveillance for staff discipline or discharge, although this is not the primary purpose of video surveillance." I reviewed the collective bargaining agreements on your website. The two agreements for certificated staff contain the following language:

Security cameras at the District site locations exist for security purposes only and are not intended to be used for employee evaluations. Unless specifically directed by the Superintendent, only the Superintendent and building principals may use video cameras for the purpose of monitoring employee actions. If a security camera records an employee in the commission of a crime, the District may use that video evidence in disciplinary proceedings.

You can find this in Article III, Section 7.B of both agreements. Under RCW 41.59.910 and District Policy 5021, the terms of the collective bargaining agreement trump the policy. As a result, for certificated employees, you are limited to using video surveillance footage in discipline against a certificated employee only when the video depicts the employee committing a crime.

The second issue is related to the first one. The PSE Agreement is completely silent about video surveillance. So, you do not have the same limitations for classified staff as with the certificated employees. However, based on your past practice around video surveillance, if any, the policy may trigger an obligation to bargain with the PSE group. The easiest way to ensure you meet whatever obligation you have is to email a copy of the draft policy to their leadership group and let them know the policy is being presented at the next board meeting. If they have an issue with the policy's impacts, they can demand to bargain. If not, you can demonstrate that you notified the union leadership of the policy before it is implemented.

Don—That being said, I met with LEA/REA and we agreed on adding language from the contract in support of using video for

... [1]

Commented [DV4]: Which is in line with current legal statutes around public records requests

I asked the attorney to review Draft Policy 6610. Here is what he had to say:

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Don—That being said, I met with LEA/REA and we agreed on adding language from the contract in support of using video for disciplinary purposes (see highlighted language). I also sent the policy to PSE for review.

Disciplinary Action and Discharge

Grounds for Disciplinary Action or Discharge

Staff who fail to fulfill their job responsibilities or follow the reasonable directions of their administrators or who conduct themselves on or off the job in ways that affect their effectiveness on the job may be subject to disciplinary action or discharge. Behavior, conduct, or action that provides sufficient cause may warrant disciplinary action or discharge. Such behavior, conduct, or action may include but is not limited to:

- A. Incompetence;
- B. Inefficiency;
- C. Misappropriation or misuse of district property;
- D. Neglect of duty;
- E. Insubordination;
- F. Conviction/guilty plea of any crime which adversely affects the employee's ability to perform a job including any felony crime involving:
 - 1. The physical neglect of a child;
 - 2. The physical injury or death of a child;
 - 3. Sexual exploitation of a child;
 - 4. Sexual offenses;
 - 5. Promotion of a minor for prostitution purposes; or
 - 6. The sale or purchase of a minor child;
[employees are required to report in writing to the superintendent any conviction or guilty plea of the above referenced crimes (and of any other crimes that are workplace related) within five days of conviction or guilty plea];
- G. Malfeasance;
- H. Misconduct;
- I. Inability to perform job functions;
- J. Willful violation of district policies and procedures, laws, or regulations;
- K. Mistreatment, abuse or assault of fellow workers, students, or members of the public;
- L. Conflict of interest;
- M. Abuse of leave;
- N. Unlawful harassment, verbal abuse, physical abuse or sexual misconduct toward staff, students, or members of the public;
- O. Manufacture, possession, distribution, sale or being under the influence of alcohol, controlled, illegal, addictive or harmful substances including anabolic steroids;
- P. Conduct (whether on the job or off the job) that has a substantial negative impact on performance;
- Q. Mental or physical inability to perform the essential job duties;
- R. Intemperance;
- S. Intentional discrimination or harassment;
- T. Vulgar speech or actions;
- U. Use of habit forming drugs without pharmaceutical prescription by a doctor of medicine licensed to practice in the state of Washington;
- V. Use of alcoholic beverages on district premises or at a district sponsored activity off the district premises;
- W. Use of district supplies and equipment for personal betterment or financial gain or other improper purposes;
- X. Falsification or omission of material information from district records or any report or statement required of or submitted by the employee. This includes, but is not limited to, providing false information to the district (i.e., timesheets, application materials, during formal investigations);
- Y. Engage in the obstruction of justice, which includes witness intimidation, retaliation, destruction of evidence, or engaging in conduct to compromise an investigation or inquiry of misconduct; or

- Z. Engage in any other conduct that lacks educational value/legitimate professional purpose and harms students.

In the event that allegations or charges are made against a staff member for misconduct with minors, the superintendent may contact the Child Protective Services central registry for evidence regarding whether the staff member is an adjudicated or admitted perpetrator of child abuse or neglect. Appropriate reports will also be made to law enforcement, the Office of the Superintendent of Public Instruction, and the student's parents or guardians, as required by law.

Non-disciplinary Dismissal

Non-represented classified employees and certificated administrators may be subject to non-disciplinary dismissal for behaviors such as, but not limited to, refusal to provide proof of vaccination or refusal to obtain a medical or religious accommodation. The option to use non-disciplinary dismissal does not obligate the district to do so or in any way limit or prevent the district from pursuing other responses as determined by the superintendent or designee.

Abuse and Sexual Misconduct

The district will not enter into any contract that is contrary to law to suppress information about verbal or physical abuse or sexual misconduct by a present or former employee and will comply with all legal requirements regarding such misconduct.

The district, or an individual acting on behalf of the district, shall not provide a recommendation of employment for a current or former employee, contractor, or agent that the district or individual acting on behalf of district knows or has probable cause to believe has engaged in sexual misconduct with a student or minor in violation of the law. District/school employees, contractors, and agents are also prohibited from providing a recommendation of employment to a current or former employee, contractor, or agent that the employees, contractors, or agents know or has probable cause to believe engaged in sexual misconduct with a student or minor in violation of the law. This does not prohibit the routine transmission of administrative or personnel files, but does prohibit doing more than that to help the current or former employee obtain new employment.

Suspension of Staff

The superintendent/designee is authorized to suspend a staff member immediately as deemed appropriate.

Commented [DV1]: Completely updates and revises this section making violations clearer.

Commented [DV2]: New language

Commented [DV3]: Defines this authority to include all employees as subject to suspension.

Cross References:

- 5006 - Certification Revocation
- 5240 - Evaluation of Staff
- 5280 - Separation from Employment

Legal References:

- RCW 28A.400.300 Hiring and discharge of employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers
- RCW 28A.400.320 Crimes against children — Mandatory termination of classified employees — Appeal — Recovery of salary or compensation by district
- RCW 28A.400.340 Notice of discharge to contain notice of right to appeal if available
- RCW 28A.405.300 Adverse change in contract status of certificated employee — Determination of probable cause — Notice — Opportunity for hearing

RCW 28A.405.310 Adverse change in contract status of
certificated employee, including non-renewal of contract —
Hearings — Procedure

RCW 28A.405.470 Crimes against children — Mandatory
termination of certificated employees — Appeal — Recovery
of salary or compensation by district

RCW 28A.410.090 Revocation or suspension of certificate or
permit to teach — Criminal basis — Complaints —
Investigation — Process

RCW 49.44.200 Personal social networking accounts –
Restrictions on employer access - Definitions

Chapter 181-86 RCW Policies and procedures for
administration of certification proceedings

WAC 181-87 Acts of Unprofessional Conduct

Management Resources: 2019 - March 2019 - March Policy Issue
 2015 - December Issue
 2014 - December Issue
 2004 - October Issue

Adoption Date:

Classification: **Discretionary**

Revised Dates: **04.98, 10.02, 04.04; 10.05; 06.07; 12.11; 12.14; 12.15;
03/01/2019; 10.21**

Separation from Employment

Certificated Staff

Under Washington law the superintendent has the authority to issue an appropriate notice of probable cause for discharge or nonrenewal to any certificated staff member. A notice of probable cause for discharge will include notice of any appeal rights the employee may have and notice of the appeal processes.

Classified Staff

The board will consider the superintendent's recommendation regarding the discharge of a classified staff member, and render a decision regarding the discharge. A notice of discharge will include notice of any appeal rights the employee may have and notice of the appeal processes.

A. Certificated Staff Member Release from Contract

Upon request a certificated staff member may be released from contract under the following conditions:

1. A letter requesting release will be submitted to the superintendent's office. If accepted by the board, the staff member may be released from contract.
2. A release from contract may be granted by the board to allow a staff member to accept another position prior to or during the school year provided a satisfactory replacement can be obtained.
3. A release from contract may be granted by the board in case of illness or other personal matters which make it a substantial hardship for the staff member to continue his/her employment in the district.
4. Each request will be reviewed and a decision rendered based on the totality of the circumstances. The needs of the district and continuity of the educational program offered to students will receive primary consideration in the board's decision.

B. Resignation

In order to permit proper staff planning and to minimize inconvenience to others who may be affected, certificated staff who plan to resign at the end of their contract period are requested to notify the superintendent of their resignation or retirement by April 1.

Those staff who are not contractually obligated to complete the current school year should notify the superintendent as early as possible of their intent to resign and no less than 30 days prior to their last working day.

C. Retirement

Staff will participate in the retirement programs under the Federal Social Security Act and the Washington State Teachers' Retirement System or the Public Employees' Retirement System. Payroll deductions will be made and paid into the respective retirement programs in the manner prescribed by law.

Staff who become eligible to retire under the controlling retirement system and who intend to retire at the end of the current school year should notify the superintendent prior to April 1st of that year.

Those staff intending to retire who are not contractually obligated to complete the current school year should notify the superintendent as early as possible and no less than 30 days prior to their

Commented [DV1]: Most revisions are with formatting making the policy more user-friendly.

retirement date.

Program and Staff Reductions

The board determines the educational and operational programs for the district. Program and staff reductions may be required as a result of many factors, including but not limited to enrollment decline, programmatic needs or interests, a change in staffing needs, failure of a special levy election, or other events resulting in a reduction in revenue, increase in costs, and/or termination or reduction of funding of categorically-funded projects. The board will review appropriate information and based on administrative recommendations identify those educational programs and services that will be reduced, modified, or eliminated.

Commented [DV2]: Eliminates previous section D "Probation, Non-Renewal or Termination" and cleans up this section "Program and Staff Reductions"

Cross References:

- 5240 - Evaluation of Staff
- 5006 - Certification Revocation
- 5281 - Disciplinary Action and Discharge

Legal References:

- RCW 28A.400.300 Hiring and discharging employees
 - Written leave policies
 - Seniority and leave
 - benefits of employees transferring between school districts
 - and other educational employers
- RCW 28A.400.320 Crimes against children
 - Mandatory termination of classified employees
 - Appeal
 - Recovery of salary or compensation by district
- RCW 28A.400.340 Notice of discharge to contain notice of right to appeal if available
- RCW 28A.405.100 Minimum criteria for the evaluation of certificated employees - Four-level rating evaluation system - Procedures - Steering committee - Implementation - Reports
 - Comprehensive performance evaluation
- RCW 28A.405.140 Assistance for teacher may be required after evaluation
- RCW 28A.405.210 Conditions and contracts of employment
 - Determination of probable cause for nonrenewal of contracts
 - Nonrenewal due to enrollment decline or revenue loss
 - Notice
 - Opportunity for hearing
- RCW 28A.405.220 Conditions and contracts of employment
 - Nonrenewal of provisional employees
 - Notice
 - Procedure
- RCW 28A.405.300 Adverse change in contract status of certificated employee
 - Determination of probable cause
 - Notice
 - Opportunity for hearing
- RCW 28A.405.310 Adverse change in contract status of certificated employee, including nonrenewal of contract
 - Hearings
 - Procedure
- RCW 28A.405.470 Crimes against children
 - Mandatory termination of certificated employees
 - Appeal
 - Recovery of salary or compensation by district

RCW 28A.410.090 Revocation or suspension of certificate or
permit to teach Reprimand Criminal basis
Complaints Investigation Process
RCW 41.32.240 Membership in system
RCW 41.33.020 Terms and provisions of plan
RCW 41.40.023 Membership
Chapter 41.41 RCW State Employees Retirement
Federal Social Security
Chapter 181-86 WAC Policies and procedures for
administration of certification proceedings
Chapter 181-87 WAC Acts of Unprofessional Conduct
Chapter 392-191 WAC School Personnel Evaluation of
the Professional Performance Capabilities

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