

Lind-Ritzville Cooperative Schools
Regular Board Meeting – February 26, 2024 - 6:30 PM - LRHS Commons
Board Study Session 6:00 PM - LRHS Commons

RITZVILLE

Flag Salute

1. Call to Order and Verification
2. Approval January 22, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$233,807.64
 - b. Transportation Cooperative Accounts Payable - \$49,975.00
 - c. Associated Student Body Fund Accounts Payable - \$18,480.80
 - d. Payroll for February 29, 2024 - \$406,448.23
 - e. Accept Resignation of RGS 2nd Grade Teacher - Jack Welker
 - f. Accept Resignation of RGS Title 1 Teacher - Diane Leffel
 - g. Accept Resignation of LRCS Nurse - Aimee Schell
 - h. Accept Recommendation for RGS 1:1 Para - Terrie Swartz

LIND

1. Call to Order and Verification
2. Approval January 22, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$83,148.15
 - b. Transportation Cooperative Accounts Payable - \$49,975.00
 - c. Associated Student Body Fund Accounts Payable - \$713.03
 - d. Payroll for February 29, 2024 - \$380,743.94
 - e. Accept Resignation of LRCS Nurse - Aimee Schell
 - f. Accept Recommendation of LES 3rd Grade Teacher - Samantha Davey

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
8. Public Comment
9. Policy Review & Emerging Issues
 - a. Annual Review of Lind-Ritzville Cooperative Agreements
 - b. Annual Review & Selection of School Calendar Options - **Action Required**
 - c. Approval of Outdoor Heat Exposure Plan
 - d. Approval of Wildfire Smoke Plan
 - e. Approval of Voluntary Use of Filtering Face-Piece Respirators Plan
 - f. **First Reading** - Policy 2403 Math-Mastery Based Learning and Credit (Lind & Ritzville)

- g. **First Reading** - Policy 2404 Science-Mastery Based Learning and Credit (Lind & Ritzville)
- h. **First Reading** - Policy 2405 Social Studies -Mastery Based Learning and Credit (Lind & Ritzville)
- i. **First Reading** - Policy 2406 The Arts -Mastery Based Learning and Credit (Lind & Ritzville)
- j. **First Reading** - Policy 2407 Health & Physical Education -Mastery Based Learning and Credit (Lind & Ritzville)
- k. **First Reading** - Policy 2408 Integrated Environmental & Sustainability Education-Mastery Based Learning and Credit (Lind & Ritzville)
- l. **First Reading** - Policy 2409 World Language-Mastery Based Learning and Credit (Lind & Ritzville)
- m. **First Reading** - Policy 2413 Equivalency Credit Opportunities (Lind & Ritzville)
- n. **First Reading** - Policy 2195 Academic Acceleration (Lind & Ritzville)
- o. **First Reading** - Policy 6610 Video Surveillance (Lind & Ritzville)
- p. **First Reading** - Policy 5281 Disciplinary Action and Discharge (Lind & Ritzville)
- q. **First Reading** - Policy 5280 Separation from Employment (Lind & Ritzville)
- r. Approval of Highly Capable Plan (Lind & Ritzville)
- s. Adoption of Resolution 2023-005 Cancellation of Stale Warrants - **Ritzville Only**
- t. Adoption of Resolution 23-24-03 Cancellation of Stale Warrants - **Lind Only**

- 10. Finance
- 11. Other Reports
- 12. Board Member Reports
- 13. Adjournment

**RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
January 22, 2024**

The meeting of the Board of Directors of Ritzville School District #160-67 and Lind School District #158 was held in the Lind-Ritzville Middle School Cafeteria on January 22, 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	

Lind Chair Labes led the Pledge of Allegiance.

Lind Chair Labes called the Lind School Board meeting to order at 6:33 P.M.

Lind Director Schmunk moved to approve the December 14, 2023 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 Weidemann moved to approve the agenda. Lind Director Starring seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Starring moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$69,555.23; Transportation Cooperative Accounts Payable - \$40,173.72; Associated Student Body Fund Accounts Payable - \$675.67; Capital Project Funds Accounts Payable \$3,445.99; Payroll for January 31, 2024 - \$374,330.32; Accept Recommendation of LES Paraeducator - Whiski Hilzer; Lind Director Williamson seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Chair Repp called the Ritzville School Board meeting to order at 6:33 P.M.

Ritzville Director Carruth was excused.

Ritzville Director Kubik moved to approve the December 14, 2023 Regular Board Meeting minutes. Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Phillips moved to approve the agenda. Ritzville Director 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 - \$60,974.31; Transportation Cooperative Accounts Payable - \$40,173.72; Associated Student Body Fund Accounts Payable - \$5,539.57; Payroll for January 31, 2024 - \$405,930.27; Accept Resignation of RGS Principal - Cindy Deska. Ritzville Director Phillips 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 the Legislative session was busy and short. Some of the highlights, Chris Reykdal is proposing a seven dollar hourly raise for paraeducators, there is a bill being considered that would ban student cell phones in schools, and the electric bus bill was pulled. EWQSC spoke out against a proposed Senate bill that would consolidate small school districts.

Reports to the Board

Students & School Programs

Transportation Supervisor Lynn Sackmann gave an update on the transportation department. He shared that the Clean School Bus Grant Programs grant has been submitted and if the district receives funding it will pay for an electric bus and charging station. Currently, there are two routes that an electric bus can be utilized for. He shared that with the funding provided from the state, it makes sense to add an electric bus to see if it would work for our district.

Student Representatives Report

Student Representative Kemper Smith reported on events at Lind-Ritzville High School, sharing about Winterfest activities and dance. He also shared that twenty-seven FBLA members participated in the FBLA Winter Regional Conference and twenty-six will be competing at the State convention. Also, LR FFA members sold Krispy Kreme donuts for the state convention.

Principals' Report

FFA Advisors Andy Williams and Lori Sanderson, along with FFA students Alyssa Williams, Savannah Carruth, Alexis Mendoza, and Jonathon Strombeger gave a presentation to the board regarding the three teams that participated in the FFA National Convention in October. They thanked the board for their support and shared some of their experiences and results.

LES Principal Sarah Dinkins presented an "Above & Beyond" award to LES student Victor Cardenas Robles and LRCS Bus Driver Roger Smart.

Building principals presented board members with gifts made by the students to show appreciation to the members for their time and service to the board.

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 January.

Superintendent's Report

Superintendent Vanderholm shared grant news, received Perkins Reserve for Career Tech classrooms, LRMS \$5000 and LRHS \$4600.

Superintendent Vanderholm updated the board on facilities, noting that the grounds crew did a great job with snow removal. He also reported the Bronco Wrestling Invite was a success and the replacement protective mats will be installed at the middle school gym soon.

Mr. Vanderholm shared that vape sensors were installed at the high school during winter break. The district has ordered bleed control kits, which are life saving devices, staff will be trained at a later date. He also shared that at a recent Cooperative Safety meeting the issues with the middle school doors were discussed.

Other items shared were the upcoming Little Cheer and Senior night at basketball games and the levy informational presentations on Wednesday, January 24. Due to the weather, Coffee with the Superintendent took place at the Lind Senior Center.

Superintendent Vanderholm shared that he and the building principals recently reviewed and reflected on the LRCS Vision & Mission for Learning statements. They were asked to share two things the district is doing well and one thing that needs to be improved upon.

Public Comment - There was no public comment.

Policy Review & Emerging Issues

There was an annual review of School Calendar Options. Two drafts of the 2024-25 calendar options were presented to the board, Mr. Vanderholm shared that winter break was the only difference between the two. The calendars were shared with certificated staff, per their contract.

Financial Reports

LRCS Business Manager, Kris Robbins explained that due to ongoing issues with the credit cards, she is requesting the Ritzville Board to pre-approve the hotel for State wrestling, not to exceed \$3,600 to allow a warrant to be issued for payment. Ritzville Director Kubik moved to approve. Ritzville Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Other Reports

There was a brief discussion about the athletic combine and if it was beneficial for our districts. Superintendent Vanderholm shared that it is going well and there are financial benefits with the athletic combine. He also shared that the athletic combine agreement is reviewed annually with the other districts.

Board Member Reports

A 20 minute recess was taken. At 8:08PM, there was an Executive Session called for Superintendent's evaluation (RCW 42.30.110), for approximately 30 minutes.

The Regular School board meeting reconvened at 8:32PM (Lind & Ritzville). Lind Chair Labes asked for a motion to approve the renewal of the Superintendent's contract. Director Schmunk motioned, Director Weidemann seconded. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Chair Repp asked for a motion to approve the renewal of the Superintendent's contract. Director Phillips motioned, Director Kubik seconded. A voice vote was heard with all present members voting aye. The motion carried.

There being no further business, the Lind and Ritzville School Board meeting was adjourned at 8:34 PM.

Chairman/Date

Chairman/Date

Secretary to the Board

February 5th, 2024

Resignation Letter

Dear Cindy Deska,

I hope this Letter finds you well.

I am writing to inform you that I will be resigning from my position as a 2nd grade teacher at the Ritzville School District at the end of the 23-24 school year.

It has been an absolute pleasure working with you and the rest of the staff at Ritzville. I am grateful for the support and opportunities for growth that I have received during my time here.

I have made this decision after careful consideration and it is a bittersweet one. Although I will miss the wonderful students and colleagues I have had the privilege of working with, I believe it is time for me to explore new opportunities in my career.

Thank you for your understanding and support.

Sincerely,
Jack Welker

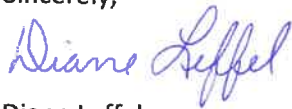
February 14, 2024

Dear Mr. Vanderholm and School Board Members,

It is amazing to look back and realize that I have been with Ritzville School District since 1992. I have thoroughly enjoyed my time here as well as my time with colleagues and students. In some ways, the 36 years that have passed since I began my teaching career, have gone by very rapidly.

I am writing this letter to notify you of my formal resignation. I want to allow the District time to plan for and find a replacement for my position. To make this transition as smooth as possible, I would like to offer any assistance necessary to my replacement.

Sincerely,

A handwritten signature in blue ink that reads "Diane Leffel". The signature is written in a cursive style with a large, stylized 'D' and 'L'.

Diane Leffel

Fwd: Nurse

1 message

Tina Schuler <tschuler@lrschools.org>
To: Jamie Nichols <jnichols@lrschools.org>

Thu, Feb 15, 2024 at 8:26 AM

Have a great day!

Tina Schuler
Payroll/HR Manager
Lind School District #158 and
Ritzville School District #160-67
PO Box 340
Lind WA 99341
509-677-3499 option 2

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

From: **Aimee Schell** <aschell@lrschools.org>
Date: Wed, Feb 14, 2024 at 9:09 AM
Subject: Nurse
To: Cindy Deska <cdeska@lrschools.org>, Don Vanderholm <dvanderholm@lrschools.org>, Don Walker <dwalker@lrschools.org>, Kevin Terris <kterris@lrschools.org>, Sarah Dinkins <sdinkins@lrschools.org>, Tina Schuler <tschuler@lrschools.org>

I am accepting the no renewal offer on my contract for next year. I will finish this school year.

Aimee Schell BSN RN
Lind-Ritzville School Nurse
(509)660-0400



Jamie Nichols <jnichols@lrschools.org>

Fwd: Para Position

1 message

Tina Schuler <tschuler@lrschools.org>
To: Jamie Nichols <jnichols@lrschools.org>

Wed, Feb 21, 2024 at 10:49 AM

Have a great day!

Tina Schuler
Payroll/HR Manager
Lind School District #158 and
Ritzville School District #160-67
PO Box 340
Lind WA 99341
509-677-3499 option 2

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

From: **Cindy Deska** <cdeska@lrschools.org>
Date: Thu, Feb 15, 2024 at 3:33 PM
Subject: Para Position
To: Don Vanderholm <dvanderholm@lrschools.org>, Tina Schuler <tschuler@lrschools.org>

I would like to recommend Terrie Swartz for the open 1:1 para position at RGS. She has been subbing in the position and is interested in the position. Terrie worked at RGS in the past and was a good employee. I am confident she will be an asset to our staff.

Recommendation for 3rd grade at LES:

I would like to recommend Samantha Davey for our 3rd grade teaching position. Mrs. Davey has recently graduated with a BA in Elementary Education. She has worked for the school district for five years in many roles from a 3-8th grade paraeducator in special education to preschool assistant. She loves to engage students in learning and does an amazing job collaborating with her colleagues and providing students with quality instruction.

I wholeheartedly approve this recommendation. Welcome aboard, Sammi!

Board Report February 2024
Lind Elementary

These are some of the things that “keep me up at night”:

- Enrollment numbers in Lind, which directly impacts our budget. Students moving due to lack of housing or childcare.
- How do we support our staff when they need/want to be out, when we have a lack of substitutes?
- Are we training substitutes so they can impact learning in a positive way?
- Lots of self-reflection- How can I support my staff- What do they need, in an effort to improve student learning?

Board Report February 2024
Ritzville Grade school

As we move forward, towards the last third of the school year there are several things that I could say “keep me up at night”.

- Supporting student safety and security is always on my mind.
- How can we recruit and find substitute teachers to cover our needs?
 - Providing staff with updated training in students management, needs and challenges continues to be a challenge.
 - How can we prepare our substitutes for the work they are doing?
- How can we help parents understand that education is not the same that it was when they were in school? Academically, Socially and Emotionally.
- Special education alignment and resources K-12.
- What will ELA (English Language Arts) look like in Elementary for 24-25?
- Responding to parent emails and complaints

Kevin's Board Report

What Keeps Me Up at Night

Graduating Students

There is a tremendous amount of pressure as a high school principal to end each year with a graduation rate somewhere in the 90-95% range. The stress I feel to get us to that number often is frustrating because that number is determined by factors that are not under my or my staff's control. From moving and not enrolling into another school to moving in our district with substantial credit deficiencies, there is a systemic flaw in how this number is determined. There are also students who do not demonstrate the learning necessary to provide them credit and should be required to recover the credit or take the course again.

We have really good systems, better than when I arrived, in getting students across the finish line. I, along with my staff, want to ensure the diploma we offer has integrity backing it as well. As a principal I often want to use policies (and I do) to provide some form of grace to students based on actual events that were not due to the student's choice. I also have situations where students were provided multiple opportunities and unconditional support systems, and they don't take them.

The efforts we are making in providing credits based on competencies (proven through thorough assessments or local projects) is a good shift that we are making in providing additional avenues for students with poor credit histories and those who want to accelerate their learning.

As we are starting to enter the final stretch before graduation, Mrs. Walker, our senior teachers, and I lock in and make sure no one falls through the cracks, parents are communicated with, and those who are not on track are afforded every opportunity to earn their diploma with their class.

LRMS February Board Report

In addressing this month's board report request for an open and honest reflection on the issues that occupy our thoughts, I wanted to focus on a few challenges we've encountered at LRMS throughout the year. Embracing a proactive problem-solving mindset, I firmly believe in addressing issues as they arise. Employing this approach, we have effectively navigated numerous challenges this year, and I would like to spotlight the key ones for discussion.

1. Staffing Shortage and Coverage Dilemmas:

- **Understaffed Scheduling Challenges:** Due to a scheduling challenge at the beginning of the year, I was needed in the schedule to teach a 6th grade math class. An experience I have genuinely enjoyed. While teaching, I've made it clear to the staff that this dedicated time for my students is essential for ensuring a high-quality learning experience, which has had an impact on my availability. Additionally, to facilitate scheduling, we borrowed a staff member from LES for two class periods, this has affected the schedule and intervention support at LES. Lastly, we made the tough decision to eliminate an Art elective due to not having a teacher available to teach.
- **Substitute Coverage Challenges:** The scheduling issue leaves 5th, 6th, and 7th periods without teachers on prep. Typically teachers on prep sacrifice their prep time to cover for absent colleagues, if a substitute cannot be found. This often involves paraprofessionals or myself stepping up to ensure the afternoon classes are covered. In addition, the presence of multiple coaches on staff also increases the need for coverage when they leave early for games. We've successfully covered all classes, without having a need to combine classes so far this year, but it has put a strain on those filling in.

2. Negativity and Lack of Trust:

- **Disruptive Incidents:** We've had multiple examples of student disrespect towards staff. Appropriate consequences were assigned in all cases, which the majority had parents that were very supportive of the consequence. There have been instances that despite lengthy conversations of an explanation of the facts, parents disagree, which has led to alternative consequences that parents still didn't agree with.
- **False Reporting:** We've had an increase in students stretching the truth to their advantage. We've had a parent report an assault to the police, which was later

found to be a false report. Student's have reported bullying concerns only to find out the student who reported was the instigator of what is classified as disruptive behavior or inappropriate language. We've had students cover for other student misbehavior when questioned about an incident.

- **Attendance Meetings:** Several parent meetings on attendance revealed a tendency to attribute absenteeism to bullying, with little concrete information provided. Follow-ups were met with ignored calls, hindering resolution efforts.

Despite these challenges, LRMS has experienced a successful year, marked by notable achievements and improvements in our commitment to enhancing the education of our students. While hurdles exist, our dedication to progress remains unwavering.

If you have any questions or concerns, don't hesitate to ask.

LIND-RITZVILLE COOPERATIVE SCHOOL AGREEMENT

HISTORY

In February of 2011, the Boards of Directors of the Lind and Ritzville School Districts agreed to a joint cooperative program, which was implemented in the fall of 2012. This action was taken pursuant to Chapter 58, laws of 1985 (RCW 28A.340.020 through 28A.340.070). This law empowers the Office of the Superintendent of Public Instruction to approve pilot cooperative programs between small school districts and to waive regulations to remove disincentives for such cooperative efforts.

STRUCTURE

The Lind-Ritzville cooperative program consists of an elementary school (P-5) and a middle school (6-8), located in Lind, and an elementary school (P-5) and a high school (9-12), located in Ritzville. The middle school building in the Lind District is identified as Lind-Ritzville Middle School. The high school building in the Ritzville District is identified as Lind-Ritzville High School. The official name of our cooperative program is *Lind-Ritzville Cooperative Schools*.

OBJECTIVES

The Lind and Ritzville School Districts have formed this partnership for the following reasons:

- Provide the best possible educational program for the students in both districts
- Broaden and enrich the curricular offerings available to our students
- Utilize to a greater degree the strengths of our teachers and other staff members
- Utilize the facilities and resources of our districts to a greater efficiency

AGREEMENT

Both districts agree to the following programmatic, fiscal and operational understandings:

I. Staff

- Each district will maintain responsibility and authority in all matters relating to the staff it employs regardless of the location in which they serve.
- Staff employed by one district, but assigned in the other, will be bound by all negotiated agreements covering their employment within their contracted district.
- The two principals will divide evaluation responsibilities for shared employees. Each such evaluation will be discussed and approved by both principals before it is presented to the employee (by the principal taking the lead in that evaluation).
- ~~In order to cover the cost of the high school program, both districts will share the cost of a full time academic counselor. Each district will share the cost of a full-~~

time academic high school counselor except in years when a full-time academic middle school counselor is provided.

Commented [DV1]: Revision required

II. Basic and Vocational Education

- A. Indirect expenditures remain the responsibility of the individual districts.
- B. All students (6 - 12) shall be counted and claimed for enrollment in the district in which they reside, regardless of which school they attend. Secondary students must attend the school that serves their respective grade level. Elementary students may attend the non-resident school if space is available. Elementary students will be counted and claimed for enrollment in the district they attend.
- C. At a minimum, program expenditures shall be equalized according to the inter-district equalization schedule.

III. Special Programs (Special Education, LAP, Title I, Bilingual, Migrant, enrichment programs, etc.)

- A. Special Education student enrollment will be counted in the district of residence. Revenues will flow to the district of residence. High cost students will be paid for by their resident district. This may occur directly or through equalization.
- B. ESD Special Education related services and applicable annual applications for Title I, LAP, Bilingual and Migrant funds will be approved and filed by the districts separately. Special Education, Title I, LAP, Bilingual and Migrant programs will be coordinated by a person designated as program administrator. The two districts will operate under separate management plans but will coordinate to meet the individual learning needs of students within the cooperative. Students will be carefully tracked to accommodate state and federal regulations and to allow for detailed program cost accounting.

IV. Student Activities and Regulations

- Graduation Activities
 - 1. Graduation ceremonies for high school will be held at Lind-Ritzville High School on a mutually agreeable date.
 - 2. Freshman classes are required to meet graduation requirements determined by the joint Boards of Directors.
 - 3. Diplomas shall display the combined name of both communities (Lind-Ritzville High School) and incorporate official signatures from both school boards.
 - 4. There will be an Eighth Grade Promotion Ceremony held at the Lind-Ritzville Middle School on a mutually agreeable date.
 - 5. Promotion certificates shall read "Lind-Ritzville Middle School." The certificates shall incorporate official signatures from both school board chairs.

- Activity Issues

1. Student transportation shall be provided between Lind and Ritzville for practices, games and school-sponsored activities.
2. Administrative responsibility for the extra-curricular programs shall rest with the individual districts.

V. Other Programs/Special Agreements

- A. Traffic Safety Education – The Ritzville School District will administer the Driver's Education program.
- B. Superintendent – Both boards agree that a joint superintendent is vital to the success of the Cooperative Schools. The two districts will share equally the costs of a joint superintendent as contracted.

VI. General Operations

- The Boards of Directors of the Lind and Ritzville School Districts are committed to the successful operation of the Cooperative Schools and understand that success depends in large part upon the goodwill and support of both communities, school board members, administration, school staff, and students. To build upon the trust between the two districts, the following procedures for making decisions will be followed:
 1. The boards agree that matters that are cost shared or directly affect the students of both districts are cooperative matters, and will be brought to the joint board and not acted upon independently.
 2. The boards agree that action on cooperative matters (i.e. administrators, policies, extra-curricular contracts, school calendars, and graduation requirements) shall require a separate vote of each board. Approval on a motion of cooperative interest is achieved when each board renders a majority yes vote. Approval is not achieved if one or both boards render a majority no vote.
 3. Each board will respect the confidentiality of the other board.
- Matters of appeal will be resolved in the following manner:
 1. Issues shall be handled initially by appropriate school personnel.
 2. The first level of appeal shall be the building principal, or in athletic/activities matters, to the athletic director first and then the principal.
 3. The second level of appeal shall be the superintendent of schools.
 4. Appeals of decisions by the superintendent shall be referred to the Board of Directors of the school involved in the dispute.

- Each year, the Cooperative Agreement will be reviewed at the ~~January~~ February board meeting. Either district may terminate participation in the cooperative program by so notifying the other district in writing. Such termination will only be effective at the beginning of a school year and notification must be received by February 15th prior to the effective date.
- In case of termination, a monetary value will be placed on all jointly purchased supplies, materials, and equipment. The supplies, materials and equipment will then be divided between the districts according to the share of the purchase cost borne by each district. The ESD #101 Superintendent shall serve as mediator.

Commented [DV2]: Proposed month

Reviewed with no changes this 26th day of February, 2018

LIND BOARD OF DIRECTORS

RITZVILLE BOARD OF DIRECTORS

Chairman of the Board

Chairman of the Board

Attest to:

Date

DRAFT #3 Lind-Ritzville Cooperative Schools 2024 - 2025 School Calendar

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 12 - Secretaries Return
August 20 - Teacher In-Service - NO SCHOOL
August 21 - ALL LRCS Staff In-Service - NO SCHOOL
August 26 - First Day of School (1st -12th grade)
August 29 - First Day of Transitional Kindergarten & Kindergarten
August 30 & September 2 - Labor Day Break - NO SCHOOL
October 4 - Teacher In-Service - NO SCHOOL
October 24 & 25 - Fall Conferences - NO SCHOOL
October 28 - End of Midterm 1
November 11 - Veteran's Day - NO SCHOOL
November 27 - Thanksgiving Break - EARLY RELEASE
November 28 & 29 - Thanksgiving Break - NO SCHOOL
December 20 - Winter Break - EARLY RELEASE
December 23 - January 3 - Winter Break - NO SCHOOL
January 20 - Martin Luther King Jr Day - NO SCHOOL
January 15 - End of Semester 1
February 17 - Presidents Day - NO SCHOOL
February 18 - All LRCS Staff In-Service - NO SCHOOL
March 26 - End of Midterm 2
April 3 & 4 - Spring Conferences - NO SCHOOL
April 7-11 - Spring Break - NO SCHOOL
May 26 - Memorial Day - NO SCHOOL
May 31 - LRHS Graduation
June 6 - Last Day of School - EARLY RELEASE
June 9 & 10 - Snow Days (if needed)

176 School Days
 4 Teacher/Staff In Service Days
 4 Conference Days
 41 Days in First Midterm
 85 Days in First Semester
 47 Days in Second Midterm
 91 Days in Second Semester

Approved Date:



ACCIDENT PREVENTION PLAN

HEAT-RELATED ILLNESS PREVENTION PLAN

**Chapter 296-62-095 WAC
“Outdoor Heat Exposure”**

TABLE OF CONTENTS

Heat-Related Illness Prevention Plan

Policy Statement	3
Hazard Evaluation	3
Method of Evaluation	4
Exposure Determination	5
Prevention Actions	5
First Aid Awareness and Actions	7
Training	7

HEAT RELATED ILLNESS PREVENTION

1. Policy Statement

Lind-Ritzville Cooperative Schools is a member of the North Central Washington Workers' Compensation Pool and part of 58 school districts included in North Eastern Washington Educational Service District 101 (NEWESD 101).

It is the policy of Lind-Ritzville Cooperative Schools that all affected employees are required to comply with this Heat Related Illness (HRI) policy and are encouraged to actively participate in identifying ways to reduce the risk of experiencing outdoor heat-related illness in the workplace.

Supervisors are responsible for the safety of their employees and as a part of their daily duties must check the workplace for unsafe conditions, monitor the health and safety of employees, and take prompt action in response to any identified HRI hazards.

The district Administration, Supervisor, and Safety Committee Representatives will initiate and maintain this HRI program with assistance from the NEWESD 101 Workers' Compensation Pool.

2. Hazard Evaluation

Lind-Ritzville Cooperative Schools Administration, Supervisor, and Cooperative Safety Committee Representatives have identified the following HRI environmental hazards at school district worksites:

- Outdoor heat and high temperature hazards;
- Possible lack of access to shade;
- Reflected and radiated heat from roof or ground (concrete, asphalt) surfaces, buildings, and machinery;
- Conductive heat transferred from hot walking surfaces, tools, machinery, and vehicles;
- Heavy clothing such as boots, gloves, safety vests, etc.
- Body harnesses for fall protection systems, which restrict air circulation in clothing for cooling.

3. Method of Evaluation

The district's Administration, Supervisor, and/or Safety Committee Representatives may use the following methods on a day-to-day basis to evaluate each day's heat risks:

- Monitor weather reports for forecasts about expected temperature. Outdoor temperature action levels occur at:
 - 52° F for workers wearing non-breathable clothing such as vapor barrier suits, chemical resistant suits and some rain gear
 - 80° F for workers wearing all other clothing including sweatshirts, coveralls, jackets, shirts, and pants

Exception: Does not apply to incidental exposure which exists when an employee is not required to perform a work activity outdoors for more than fifteen minutes in any sixty-minute period. This exception may be applied every hour during the work shift.

- Evaluate the surroundings where the work is performed.
- Consider the worker's physical condition; Obesity, lack of conditioning, pregnancy, age, medications, inadequate rest, and history of heat illness can increase susceptibility to heat stress.
- Determine the:
 - Workload severity (light duty, moderate duty, or heavy duty). Perform heavy work during cooler times of the day, save light work for the hottest.
 - Duration of the job tasks.
 - Consider working hours (shift time).

Categories	Example Activities
Resting	▪ Sitting quietly ▪ Sitting with moderate arm movements
Light	▪ Sitting with moderate arm and leg movements ▪ Standing with light work at machine or bench while using mostly arms ▪ Using a table saw ▪ Standing with light or moderate work at machine or bench and some walking about
Moderate	▪ Scrubbing in a standing position ▪ Walking with moderate lifting, pushing or carrying a load ▪ Operating a riding mower
Heavy	▪ Carpenter sawing by hand ▪ Intermittent heavy lifting with pushing or pulling ▪ Pick or shovel work ▪ Using a push mower

4. Exposure Determination

The following list shows some job duties and work locations where employees may be exposed to HRI hazards:

<i>Job Duties</i>	<i>Work locations</i>
Landscape/Grounds/ Maintenance	School grounds, athletic fields
Maintenance staff including plumbers, electricians, carpenters, HVAC, welders, mechanics	School grounds; roof work; enclosed spaces such as HVAC penthouse, attic, crawl space, shop areas, etc.
Paraprofessionals/Teachers/ Other Staff/Volunteers	School grounds; playgrounds; athletic fields
Athletic Coaches and PE Teachers	Athletic fields
Custodians	working outdoors on school grounds

5. Prevention Actions

When outdoor temperature action levels are present the following are required:

- 80°F, encourage preventative cool-down rest periods to prevent overheating.
- 90°F, employees will receive a cool-down rest period of 10 minutes every two hours.
- 100°F, the cool-down rest periods must be 15 minutes every hour.

The supervisor will notify employees at the beginning of the workday about preventative actions they need to take with their crews that day. These may include:

- New employees assigned to work in the heat or crew members returning to work who have been off work for one week or more may limit their time at moderate to heavy work to 20% of normal routine on the first day, 40% on the second day, 60% on the third day, 80% on the fourth day, and a full shift can be worked on the fifth day if necessary.
- Experienced employees working during a heat wave may limit their time at moderate to heavy work to 50% of normal routine on the first day, 60% on the second day, and 80% on the third day assuming the outdoor temperature action level hazards continue during that time. A full shift can be worked on the fourth day. Heat waves are days when heat will be at or above the action levels and at least 10°F higher than the five-day average highs.
- Ensure acclimatizing workers are closely observed for signs and symptoms of heat

illness over a 14-day period. Close observation may include regular communication, such as by radio or cell phone for employees working alone, a mandatory buddy system, or other effective means of observation.

- Encourage workers to hydrate before working outside and to drink plenty of water- about 1 cup (8 ounces) every 15 minutes to 20 minutes, even if they are not thirsty, and to avoid coffee, tea, and caffeinated soft drinks that dehydrate the body. At the applicable temperature action levels, the Supervisor is responsible to ensure employees have access to at least a quart of suitably cool water each hour.
- There will be enough shade for all employees to sit in a normal posture fully in the shade, or other sufficient means for cooling down such as an air-conditioned vehicle, trailer, or building, and it must be close to where employees are working.
- Provide close observation, or utilize the buddy method, to help identify if coworkers are showing signs and symptoms of heat-related illness. Buddy groups can be two or three people.
- Monitor temperatures and workers' responses to heat on a regular basis (hourly). Be aware that workers who are obese, pregnant, older, and on certain medications are at greater risk for heat-related illness.
- Learn the early signs and symptoms of heat-related illness, such as thirst, sweat, headaches, dizziness, weakness, irritability, nausea, or cramps.
- Schedule strenuous jobs to be performed in the cooler times of the day.
- Encourage workers to wear lightweight, light-colored, loose-fitting clothing, and a wide-brimmed hat. Encourage the use of sunscreen lotions.

School district employees should:

- Acclimate when returning to work from an illness or an extended break, or if you are just starting a job working in the heat. Be aware that you are more vulnerable to heat stress until your body has time to adjust. Inform your employer if you are not used to the heat, acclimatization can take 7-14 days to develop.
- Drink plenty of water. Frequently rehydrating is vital to workers exposed to the heat. In order to replenish fluid, the worker should drink three to four cups of water every hour starting at the beginning of the shift.
- Take rest breaks in a cool shaded area and allow time for recovery from the heat during the day. These are effective methods to avoid heat illness. Breaks are mandatory when temperatures are at or above 90°F.
- Remove heat-retaining PPE, hats, gloves, etc. to allow the body to cool during breaks. If available, change into cool dry clothes at lunch.
- Avoid or limit the use of alcohol and caffeine during periods of extreme heat as both dehydrate the body.
- Recognize the common signs and symptoms of heat-related illness. If you or a co-worker start to feel symptoms such as nausea, dizziness, weakness, or unusual

fatigue, let your Supervisor know and rest in a cool shaded area. If symptoms persist or worsen, seek immediate medical attention. For most workers, common conditions are heat rash, heat cramps, heat exhaustion, and heat stroke.

- Wear light colored, light-weight clothing that provides protection from the sun but allows airflow to the body, when possible. Protect your head and shade your eyes when working outdoors.
- Pay extra attention to your co-workers and be sure you know how to call for medical attention when working in the heat.

6. First Aid Awareness and Actions

Lind-Ritzville Cooperative Schools will provide the following information on the recommended first aid treatment guidelines to all employees whose work puts them at risk for heat-related illness.

<i>Heat-related illness</i>	<i>Signs and Symptoms</i>	<i>First Aid</i>
Sunburn	• Red, hot skin • May blister	• Move to shade, loosen clothing • Apply cool compresses or water
Heat Rash	• Red, itchy skin • Bumpy skin • Skin infection	• Apply cool water or compresses • Keep affected area dry • Change into dry clothes • Control itching and infection with prescribed medication
Fainting	• Dizziness, light-headed • Sweating, nausea • Collapse, unconsciousness	• Call 911
Heat Cramps	• Muscle cramps or spasms • Grasping the affected area • Abnormal body posture	• Drink water/sport drinks • Rest, cool down, eat a salty snack • Massage affected muscle • Get medical evaluation if cramps persist
Muscle Breakdown (Rhabdomyolysis)	• Muscle cramps • Pain, weakness • Abnormally dark urine (tea or cola colored) • Exercise intolerance	• Stop activity • Drink water • Seek immediate medical care
Heat Exhaustion	• High pulse rate • Extreme sweating • Pale face • Headache • Clammy and moist skin • Weakness	• Move to shade and loosen clothing • Initiate rapid cooling, fanning, wet cloth, or mist of water • Lay flat and elevate feet • Monitor recovery • Drink small amounts of water

	• Fatigue • Dizziness	• Evaluate mental status (ask who? where? when? questions) • If no improvement call 911
Heat Stroke	• Any of the above but more severe • Hot, dry skin (25-50% of cases) • Altered mental status with confusion, agitation, or slurred speech • Can progress to loss of consciousness, convulsions, and seizures • Can be fatal	• Call 911 • Immediately remove from work • Remove heavy and outer clothing • Start rapid cooling; wet cloth, cold water, ice packs in armpits and groin • Lay flat and elevate feet • If conscious give sips of water • Monitor airway and breathing - administer CPR if needed

When HRI hazards are present Supervisors will make sure their staff always have open channels of communication to request breaks, water, or help:

- **If the work site has reliable cell phone coverage**, employees will each carry a cell phone so they can check with a Supervisor or call for help directly.
- **If a work site lacks reliable cell phone coverage**, employees will use hand-held radios to stay in touch with Supervisors and each other, and to be in touch with someone who has a working phone (either a cell phone or landline) and can call 911 immediately if needed.
- Employees experiencing signs or symptoms of HRI must be relieved from duty and provided with sufficient means to reduce body temperature. *Examples include, but are not limited to the provision of shaded rest areas, misting stations, ice packs and other first aid supplies, or temperature-controlled environments (for example, air-conditioned trailers).* Drink cool water and remove PPE if appropriate.
- Employees experiencing signs or symptoms of HRI must be carefully evaluated to determine whether it is appropriate to return to work or if medical attention is necessary. **NEVER LEAVE A PERSON EXPERIENCING A HRI ALONE.**

7. Training

All affected school district employees and Supervisors will be trained on the hazards of HRI, including recognizing and responding to a HRI before being exposed to heat-related illness hazards and prevention actions to reduce the risk of a HRI. They will also receive refresher training annually after that. Completion of training will be documented.

Wildfire Smoke Plan

[WAC 296-62-085](#)

Lind-Ritzville Cooperative Schools' employees' who are expected to be exposed to wildfire smoke on the job are required by Washington Administrative Code [\(WAC\) 296-62-085](#) to include wildfire smoke protection in their written accident prevention program.

The following workplaces and operations are **exempt** from this rule:

- Enclosed buildings or structures in which the employer ensures that windows, doors, bays, and other exterior openings are kept closed, except when it is necessary to enter and exit.
- Enclosed vehicles in which the air is filtered by a cabin air filter and the employee ensures that windows, doors, and other openings are kept closed except when it is necessary to open doors to enter or exit.
- Employees exposed to a concentration of PM_{2.5} of 20.5 µg/m³ (Washington Air Quality Advisory [WAQA] 101, Air Quality Index [AQI] 69) **or more for a total of one hour or less during a shift.**

Identification of harmful exposures

Lind-Ritzville Cooperative Schools will determine employee exposure to PM_{2.5} for worksites covered by this section before each shift and periodically thereafter, as needed to protect the health of the employee, by one of the following methods to indicate employee exposure to PM_{2.5}):

We will use any of the following resources as a guide:

- Washington Air Quality Advisory (101 or higher) – [web](#)/mobile app
- Washington Smoke Information – [web](#)
- U.S. Environmental Protection Agency (EPA) AirNow – [web](#)/mobile app
- U.S. Forest Service AirFire – [web](#)
- EPA EnviroFlash.info

EXCEPTION: The employer does not have to determine employee exposure as required by this subsection if the employer assumes the NowCast PM_{2.5} is more than 55.5 µg/m³ (WAQA 173, AQI 151) and uses that assumption to comply with the requirements in WAC 296-62-085.

Hazard Communication

Lind-Ritzville Cooperative Schools will set up and implement a system for communicating wildfire smoke hazards in a form readily understandable by all affected employees, including provisions designed to encourage employees to inform the employer of wildfire smoke hazards at the worksite without fear of reprisal.

Informing Employees

Employees who have exposure to wildfire smoke will be informed of the following:

- When at least two consecutive [NowCast](#) PM2.5 readings are 20.5 µg/m³ or more, and
- When the [NowCast](#) PM2.5 is 55.5 µg/m³ or more, and
- Available protective measures to reduce employees' wildfire smoke exposure.

Employees working in areas with outdoor activities are encouraged to report to their supervisor any worsening air quality and adverse symptoms that may be the results of wildfire smoke exposure. Supervisors will review indexes and adjust the level of exposure and inform employees of any changes or processes.

Information and Training

Lind-Ritzville Cooperative Schools will provide all employees effective information and training regarding wildfire smoke before work that exposes the employee to PM2.5 levels of 20.5 µg/m³ (WAQA 101, AQI 69) or more, and at least annually thereafter.

Our communication system is: District email and the Blackboard Messaging System.

Employee Training

Employees and Supervisors will take the [online wildfire smoke safety course](#) required as part of our wildfire smoke safety training. They will also be shown where to obtain N95/KN95 masks and how to properly wear them.

Supervisor Training

Supervisors will be given additional instruction on:

- The procedures the supervisor must follow to implement the applicable provisions of [WAC 296-62-08550](#) through [296-62-08590](#).
- Procedures to follow if an employee shows adverse symptoms of wildfire smoke exposure, including proper emergency response procedures.
- Procedures for moving or transporting employees to an emergency medical service provider, if necessary.

Exposure Symptom Response

Employees displaying adverse symptoms of wildfire smoke exposure must be monitored to determine whether medical attention is necessary.

We will allow employees who show signs of injury or illness due to wildfire smoke exposure to seek medical treatment and may not retaliate against affected employees for seeking such treatment.

Lind-Ritzville Cooperative Schools has made provisions in advance for prompt medical treatment of employees in the event of serious injury or illness caused by wildfire smoke exposure.

Upon recommendation of the school nurse or a staff member certified in first aid, Emergency Medical Services (EMS) will be called immediately and the employee will be transported to the hospital by EMS. Employees who have suffered temporary respiratory or cardiac arrest will only be moved and transported by EMS.

Exposure Controls

When the [NowCast](#) PM2.5 is 20.5 µg/m³ (WAQA 101, AQI 69) or more, we will implement exposure controls.

When the [NowCast](#) PM2.5 is 55.5 µg/m³ (WAQA 173, AQI 151) or more, we will implement additional exposure controls whenever feasible by:

- Providing enclosed buildings, structures, or vehicles where the air is adequately filtered
- Providing portable HEPA filters in enclosed areas
- Relocating work to a location with a lower ambient air concentration of PM2.5
- Changing work schedules to a time with a lower ambient air concentration of PM2.5
- Reducing work intensity
- Providing additional rest periods

Respiratory Protection

When NowCast PM2.5 is 20.5 µg/m³ (WAQA 101, AQI 69) or more, the employer is encouraged to provide respirators at no cost to employees upon request. We will stock KN/N 95 masks for employees that request them.

Where the NowCast PM2.5 is 55.5 µg/m³ (WAQA 173, AQI 151) or more, the employer must provide respirators at no cost to all employees and encourage employees to use respirators. We will have available and encourage employees to wear masks.

WAC 296-62-08590 Appendix B

Protection from wildfire smoke information to be provided to employees (mandatory).

- (1) The health effects of wildfire smoke. Although there are many hazardous chemicals in wildfire smoke, the main harmful pollutant for people who are not very close to the fire is “particulate matter,” the tiny particles suspended in the air.

Particulate matter can irritate the lungs and cause persistent coughing, phlegm, wheezing, or difficulty breathing. Particulate matter can also cause more serious problems, such as reduced lung function, bronchitis, worsening of asthma, heart failure, and early death.

Greater concentrations of particulate matter in the air create more of a hazard for workers. This rule requires that employers implement protections for workers once the amount of particulate matter in the air reaches a certain concentration: A NowCast PM_{2.5} 55.5µg/m³ (WAQA 173, AQI 151).

However, some workers may experience health effects at NowCast PM_{2.5} levels of 20.5µg/m³ (WAQA 101, AQI 69) or lower, especially if they belong to a sensitive group. Employers are encouraged to implement exposure controls and provide respirators at no cost to employees where the NowCast PM_{2.5} is 20.5µg/m³ (WAQA 101, AQI 69). Employees may request to provide their own respirator for voluntary use at any NowCast PM_{2.5} level below 55.5µg/m³ (WAQA 173, AQI 151).

Sensitive groups. People with preexisting health conditions and those who are sensitive to air pollution are among those most likely to experience health problems from exposure to wildfire smoke. Examples of sensitive groups include:

- People with lung diseases such as asthma or chronic obstructive pulmonary disease (COPD), including bronchitis and emphysema, and those who smoke;
- People with respiratory infections, such as pneumonia, acute bronchitis, bronchiolitis, colds, flu, or those with, or recovering from COVID-19;
- People with existing heart or circulatory problems, such as irregular heart beat, congestive heart failure, coronary artery disease, angina, and those who have had a heart attack or stroke;
- Children under eighteen years old, and adults over age sixty-five;
- Pregnant women;
- People with diabetes;
- People with other medical or health conditions which can be exacerbated by exposure to wildfire smoke as determined by a physician.

- (2) The right to obtain medical treatment without fear of reprisal.

Employers must allow employees who show signs of injury or illness due to wildfire smoke exposure to seek medical treatment and may not punish affected employees for seeking such treatment. Employers must also have effective provisions made in advance

for prompt medical treatment of employees in the event of serious injury or illness caused by wildfire smoke exposure.

- (3) How employees can obtain the NowCast PM_{2.5} in the air. Various government agencies monitor the air at locations throughout Washington and report the NowCast PM_{2.5} for those places. Both the Washington air quality advisory (WAQA) and the Air Quality Index (AQI) use the air quality data from these regulatory monitors. While both the WAQA and AQI use the same data to provide an indicator of how unhealthy the current air quality is, the WAQA uses lower thresholds for reporting the health hazard.

Although the government monitoring stations may measure several pollutants, this chapter only uses PM_{2.5}. There are several ways to determine the PM_{2.5} levels. Note that if you choose to use an index such as WAQA or AQI, use the following table to find the equivalent WAQA or AQI for PM_{2.5}.

NowCast PM _{2.5} in Micrograms per Cubic Meter (µg/m ³)	NowCast Washington Air Quality Advisory (WAQA)	NowCast Air Quality Index (AQI)
20.5µg/m ³	101	69
55.5µg/m ³	173	151

- (4) Some sources to obtain this data include:

(a) NowCast PM_{2.5}, available at:

- U.S. Forest Service AirFire website <https://tools.airfire.org/monitoring>

(b) NowCast AQI, available at:

- U.S. EPA AirNow website <https://www.airnow.gov/>
- “EPA AirNow” mobile app (free)
- U.S. Forest Service AirFire website <https://tools.airfire.org/monitoring>;
- EPA Enviroflash.info <http://www.enviroflash.info/> (provides notifications)

(c) NowCast WAQA, available at:

- Washington Air Monitoring Network website <https://enviwa.ecology.wa.gov/home/map>;
- “Air Quality WA” mobile app (free)
- Washington Smoke Information website <https://wasmoke.blogspot.com/>
- Employees who do not have access to the internet or phone can contact their employer for the NowCast PM_{2.5}.

<i>Air Quality Index (AQI) - Categories for PM_{2.5}</i>	
<i>Index Value</i>	<i>Description of Air Quality</i>
0 to 50	Good

51 to 100	Moderate
101 to 150	Unhealthy for Sensitive Groups
151 to 200	Unhealthy
201 to 300	Very Unhealthy
301 to 500	Hazardous

- (5) The requirements of WAC 296-62-085 through 296-62-08590, wildfire smoke rule. If employees may be exposed to wildfire smoke, then the employer is required to:
- (a) Check the NowCast PM2.5 before and periodically during each shift.
 - (b) Provide training to employees if they are exposed to wildfire smoke at NowCast PM2.5 levels of 20.5µg/m³ (WAQA 101, AQI 69) or more.
 - (c) Implement a two-way communication system.
 - (d) Provide engineering and administrative controls when the NowCast PM2.5 is 55.5µg/m³ (WAQA 173, AQI 151) or more if feasible.
 - (e) Provide respirators and encourage their use when the NowCast PM2.5 is 55.5µg/m³ (WAQA 173, AQI 151) or more.

Employers shall alert employees when the NowCast PM2.5 is 55.5µg/m³ (WAQA 173, AQI 151) or more, and what protective measures are available to employees.

Employers shall encourage employees to inform their employers if they notice the air quality is getting worse, or if they are suffering from any symptoms due to the air quality, without fear of reprisal. The employer's communication system is: Text, phone or email to a building or district secretary, or administrator.

- (6) The employer's methods to protect employees from wildfire smoke. Employers are encouraged to take action to protect employees from wildfire smoke when the NowCast PM2.5 is 20.5µg/m³ (WAQA 101, AQI 69) and must take action to protect employees from wildfire smoke when the NowCast PM2.5 is 55.5µg/m³ (WAQA 173, AQI 151). Examples of protective methods include:
- (a) Locating work in enclosed structures or vehicles where the air is filtered.
 - (b) Changing procedures such as moving workers to a place with a lower PM2.5.
 - (c) Reducing work time in areas with unfiltered air.
 - (d) Increasing rest time and frequency and providing a rest area with filtered air.
 - (e) Reducing the physical intensity of the work to help lower the breathing and heart rates.

- (7) The importance, limitations, and benefits of using a respirator when exposed to wildfire smoke.

Respirators can be an effective way to protect employee health by reducing exposure to wildfire smoke, when they are properly selected and worn. Respirator use can be beneficial even when the PM_{2.5} is 20.5µg/m³ or lower, to provide additional protection. When the NowCast PM_{2.5} is 20.5µg/m³ (WAQA 101, AQI 69) or more, employers are encouraged to make proper respirators available to workers who may choose to use them voluntarily. When the NowCast PM_{2.5} is 55.5µg/m³ (WAQA 173, AQI 151) or more, employers must make proper respirators available to workers who may choose to use them voluntarily. If an employer declines to provide respirators to a worker below NowCast PM_{2.5} of 55.5µg/m³ (WAQA 173, AQI 151), the worker may request to provide their own respirator for voluntary use. The training contained in this section, meets the requirements for voluntary use respirator training.

A respirator should be used properly and kept clean. The following precautions must be taken:

- a) Employers shall select respirators certified for protection against the specific air contaminants at the workplace. NIOSH, the National Institute for Occupational Safety and Health of the U.S. Centers for Disease Control and Prevention certifies respirators. A label or statement of certification should appear on the respirator or respirator packaging. It will list what the respirator is designed for (particulates, for example). KN95 respirators may also be used if adequate supply of NIOSH approved respirators is not available. Surgical masks or items worn over the nose and mouth such as scarves, T-shirts, and bandannas will not provide protection against wildfire smoke. An N95 filtering facepiece respirator, shown in the image below, is the minimum level of protection for wildfire smoke.
- (b) Read and follow the manufacturer's instructions on the respirator's use, maintenance, cleaning and care, along with any warnings regarding the respirator's limitations. The manufacturer's instructions for medical evaluations, fit testing, and shaving should also be followed to ensure the best protection against wildfire smoke, although doing so is not required for voluntary use of filtering facepiece respirators.
- (c) Do not wear respirators in areas where the air contains contaminants for which the respirator is not designed. A respirator designed to filter particles will not protect workers against gasses or vapors, and it will not supply oxygen.
- (d) Employees should keep track of their respirator so that they do not mistakenly use someone else's respirator.

(e) Employees who have a heart or lung problem should ask their doctor before using a respirator.

(8) How to properly put on, use, and maintain the respirators provided by the employer.

To get the most protection from a respirator, there must be a tight seal around the face. A respirator will provide much less protection if facial hair interferes with the seal. Loose fitting powered air purifying respirators may be worn by people with facial hair since they do not have seals that are affected by facial hair.

The proper way to put on a respirator depends on the type and model of the respirator. For those who use an N95 or other filtering facepiece respirator mask that is made of filter material:

- (a) Place the mask over the nose and under the chin, with one strap placed below the ears and one strap above.
- (b) Pinch the metal part (if there is one) of the respirator over the top of the nose so it fits securely.
- (c) Perform a seal check:
 - (i) Cover the respirator with both hands and exhale. If air leaks where the respirator seals against the face, readjust the respirator and nosepiece and try again. When a proper fit is achieved, the respirator should bulge from the face and not leak around the seal.
 - (ii) Cover the respirator with both hands and inhale. If air leaks where the respirator seals against the face, readjust the respirator and nosepiece and try again. When a proper fit is achieved, the respirator should collapse slightly and not leak around the seal.

Appendix D

Respiratory Protection Program Supplement

WAC 296-841 & 296-842

Voluntary Use of Filtering Face-Piece Respirators (Dust Mask)



Introduction

Most School district employees are not required to wear respiratory protection, but may voluntarily wear Filtering Face-Piece Respirators (dust-masks) for comfort. Silicon rubber or other respirators will not be worn by employees in the workplace without consent and written permission from the School District Safety Manager or a school administrator.

Below are two examples of respirators that **will not be worn** in school district workplaces without establishment of a formalized Respiratory Protection Program developed specifically for each procedure where form-fitting respirators are required or electively worn.



The following requirements must be completed before any respiratory other than a dust-mask type is worn:

- A comprehensive evaluation of employee exposure requiring the use of a respirator. This evaluation should include air monitoring and assessment of engineering and administrative controls.
- Certification from a medical provider that the individual may safely wear the respirator. (This must be accomplished prior to ever wearing the respirator).

- Fit-testing of the respirator by a competent person.
- Training on selection, properly wearing, storing and taking care of the respirator
- A trained and designated Respiratory Protection Manager.
- A written Respiratory Protection Plan.

The school district's Safety Program Manager is responsible to oversee administration of the voluntary use of Filtering Face-Piece Respirators (dust masks) in our district.

Dust Masks (filtering face-pieces)

These simple, two-strap disposable dust masks are designed only for dusts. They are not as protective as other respirators, but do an adequate job in many cases, unless the dust is really toxic or copious. Don't confuse these two-strap masks with the less protective one-strap dust mask designed only for pollen or non-toxic dust.

Selection of Filtering Face-Piece Respirators

Filtering face-piece respirators (dust masks) may be used by employees in the following locations or positions or doing the following duties, tasks or activities:

Employee position or activity	Dust or type of material of concern	Respirator Worn	When used (routinely, infrequently, or in emergencies)

VOLUNTARY USE OF FILTERING FACEPIECE RESPIRATORS

Required to be given to employees voluntarily wearing filtering face respirators

Table 2
Advisory Information for Employees
Who Voluntarily Use Respirators

- Respirators protect against airborne hazards when properly selected and used. Respirator usage that is required by DOSH or your employer is not voluntary use. With required use, your employer will need to provide further training and meet additional requirements in this chapter. DOSH recommends voluntary use of respirators when exposure to substances is below DOSH permissible exposure limits (PELs) because respirators can provide you an additional level of comfort and protection.
 - If you choose to voluntarily use a respirator (whether it's provided by you or your employer) be aware that **respirators can create hazards for you**, the user. You can avoid these hazards if you know how to use your respirator properly **and** how to keep it clean. Take these steps:
 - Read and follow all instructions provided by the manufacturer about use, maintenance (cleaning and care), and warnings regarding the respirator's limitations.
 - Choose respirators that have been certified for use to protect against the substance of concern. The National Institute for Occupational Safety and Health (NIOSH) certifies respirators. If a respirator is not certified by NIOSH, you have no guarantee that it meets minimum design and performance standards for workplace use.
 - A NIOSH approval label will appear on or in the respirator packaging. It will tell you what protection the respirator provides.
 - Keep track of your respirator so you do not mistakenly use someone else's.
 - Do **not** wear your respirator into:
 - Required use situations when you are only allowed voluntary use.
 - Atmospheres containing hazards that your respirator is not designed to protect against. For example, a respirator designed to filter dust particles won't protect you against solvent vapor, smoke, or oxygen deficiency.
-

Recommended to be filed in Employee's Personnel Record

I have read and received a copy Table 2, Advisory Information for Employees Who Voluntarily Use Respirators (including dust masks).

Employee Name: _____ **Dept:** _____

Signature: _____ **Date:** _____

VOLUNTARY USE OF FILTERING FACEPIECE RESPIRATORS (DUST MASKS)

1. FILTERING FACEPIECE RESPIRATORS AND OSHA REQUIREMENTS

- ☐ Voluntary use is defined as use for employee comfort purposes only. No hazard exists that requires use of a respirator and the use of the respirator does not produce any additional hazard.

2. HOW TO USE AND WEAR A FILTERING FACEPIECE RESPIRATOR

- ☐ Inspect respirators prior to use, including new units out of the box. Check for rips and tears. Make sure straps are securely attached, nose piece is attached properly, and that no obvious defects exist.
- ☐ Proper use of the respirator is important. Without it, the respirator is ineffective against the workplace contaminants. Follow manufacturers' instructions for use.
- ☐ Beards and other facial hair negate the effectiveness of the respirator because they prevent an adequate seal between the respirator and the face. Skin afflictions, such as dermatitis, or scars, could affect the ability to produce a seal.
- ☐ User seal checks confirm that an adequate seal with the face is achieved when the mask is applied. User seal checks should be done every time the mask is put on and every time it is re-adjusted on the face.

3. LIMITATIONS OF PPE

- ☐ Filtering face piece respirators are only useful for protection against particulates. They are not to be used in oxygen-deficient atmospheres or atmospheres that contain hazards that are immediately dangerous to life and health (IDLH). Odors will still be noted when using the respirator because it does not filter out gases or vapors. The respirator will not provide adequate protection if a good seal with the face is not achieved.

4. CARE, MAINTENANCE, USEFUL LIFE AND DISPOSAL OF PPE

- ☐ Filtering Face piece Respirators are considered disposable PPE. They cannot be cleaned, especially when they become wet or soiled. They cannot be shared with other employees.
 - ☐ New respirators should be stored in a clean, dry location, protected from sunlight, chemicals, water, and physical damage.
-

DUST MASK FITTING INSTRUCTIONS

February 12, 2015



- 1 Hold respirator in hand with molded nose contour (narrow end) at finger tips, allowing head straps to fall below hand.

- 2 Place respirator under chin with molded (narrow end) up. Flange must not be creased respirator. Raise top strap to top back of head. bottom strap over head, below ears, to around not wear with only one strap.



nose contour
inside
Pull shorter
neck. Do



- 3 Adjust respirator for comfortable fit.



- 4 Each time user enters contaminated area fit checked. Cover front of respirator by hands. INHALE SHARPLY. A negative should be felt inside respirator. If any leakage respirator edges, adjust straps by pulling back sides and/or reposition respirator. Repeat until sealed properly, otherwise see your supervisor. Entry into a contaminated area with an improper fit may result in sickness or death.

seal should be
cupping both
pressure
is detected at
along the

Note:

- These respirators are not for use with beards or other facial hair that prevents direct contact between the face and sealing surface of the respirator.
-

- Do not reuse or store for reuse or hang around neck.
- Discard the mask if you notice difficulty breathing while wearing the mask. Over time, dust particles will cover the mask; discard the dust mask when this occurs.

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

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**

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.

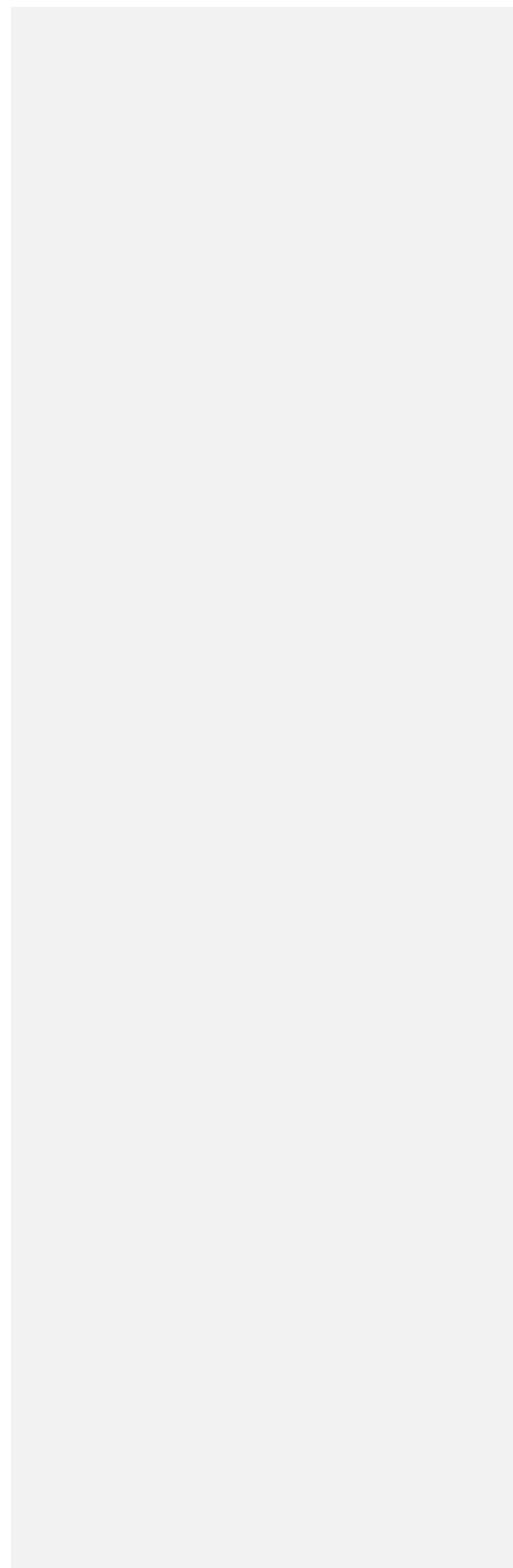
As described in the procedures, the district will award credits in health and physical activity to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

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.

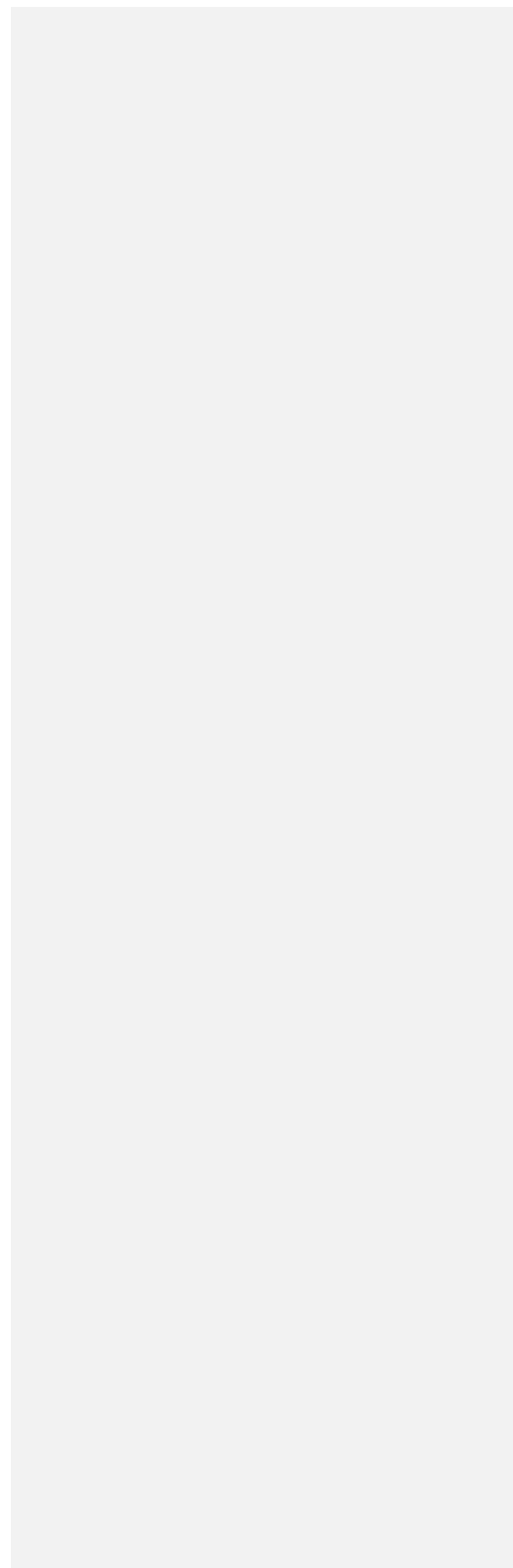
As described in the procedures, the district will award credits to students based on demonstrated proficiency across a range of environmental and sustainability education skills.

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.

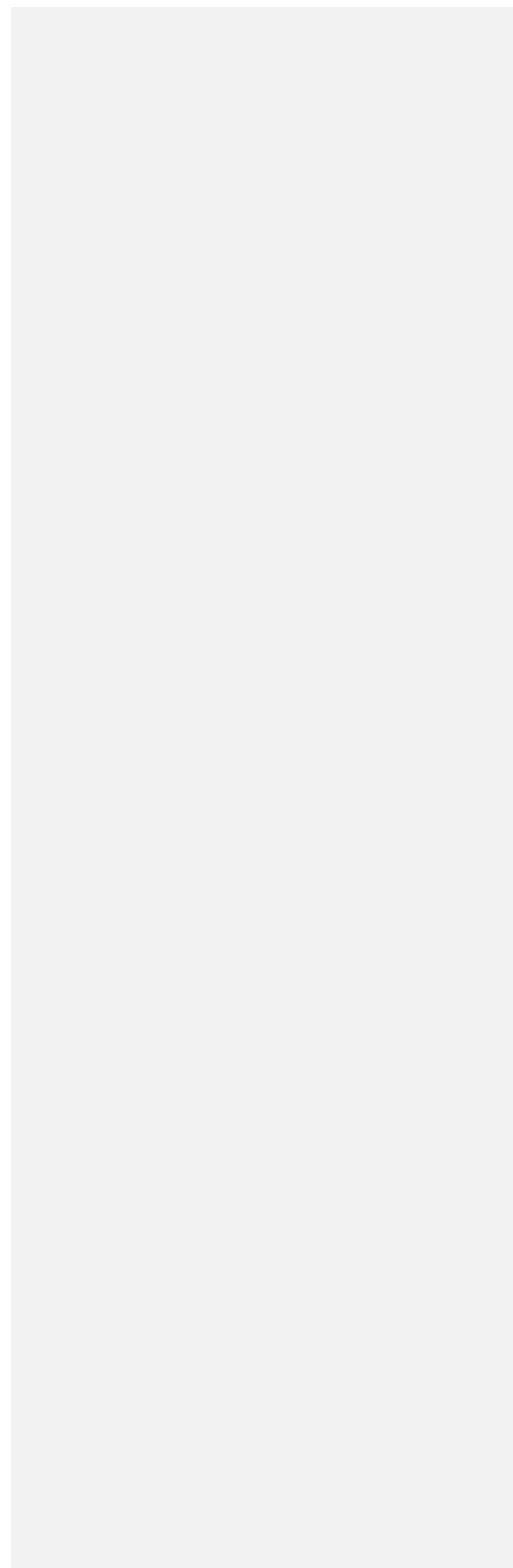
To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit, and will take appropriate actions to ensure equitable access to these crediting opportunities.

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

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.

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

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.

Procedure - Academic Acceleration

Academic Acceleration Incentive Program for High Schools

For one-time, competitive state grant purposes, the following students are considered to have earned dual high school and college credit in a course offered by a district high school:

- Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
- Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma programme;
- Students who successfully complete a Cambridge Advanced International Certificate of Education examination;
- Students who successfully complete a course through the college in the high school program under Chapter 28A.600 RCW or Laws of 2021, ch. 71, § 1 and are awarded credit by the partnering institution of higher education; and
- Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course.

Online courses for students to earn dual high school and college credit at no cost to the student are considered to be offered by the high school.

Reporting requirement

The district will annually report the following information regarding dual credit programs to the Office of the Superintendent of Public Instruction:

- Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
- Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma programme;
- Students who successfully complete a Cambridge Advanced International Certificate of Education examination;
- Students who successfully complete a course through the college in the high school program under RCW 28A.600.290 and are awarded credit by the partnering institution of higher education;
- Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course; and
- Students who successfully complete a course through the Running Start program under RCW 28A.600.300 and are awarded credit by the institution of higher education.

Adoption Date:

Classification: **Essential**

Revised Dates: **09/01/2013; 06.21**

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:

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 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

Management Resources: 2015 - December Issue
 2014 - February Issue
 2013 - February Issue

Adoption Date:
Classification: **Encouraged**
Revised Dates: **04.98; 06.07; 12.11; 02.13; 02.14; 12/01/2015; 11.23**



Lind-Ritzville Cooperative Schools Highly Capable Education Plan

Table of Contents

Introduction.....	Page 3
Highly Capable Mission Statement.....	Page 3
Lind-Ritzville Cooperative Schools Statement of Philosophy.....	Page 3
Highly Capable Program Goals/Desired Results.....	Page 3-4
Glossary of terms.....	Page 4-5
Characteristics of Highly Capable Learners.....	Page 6
Challenges Associated with Strengths of Highly Capable Learners.....	Page 7
Assessing and Identifying Students for the Highly Capable Education Program.....	Page 7-9
Highly Capable Education Program Exit Procedure.....	Page 9
Continuum of Services K-12.....	Page 9-10
Differentiated Curriculum.....	Page 10-11
Program Evaluation.....	Page 11
Parent and Community Referral Form.....	Page 12-13
Renzulli-Hartman Inventory of Superior Students Form.....	

Page 14-16

Highly Capable Permission to Test
Letter..... Page 17

Identified as Highly Capable
Letter..... Page 18

Not Identified as Highly Capable
Letter..... Page 19

Highly Capable Learning Plan
Form..... Page 20

Highly Capable Program Appeals
Form..... Page 21

Introduction

The purpose of this handbook is to outline the District’s plan to serve advanced learners from kindergarten through grade twelve.

Highly Capable Mission Statement

The District encourages highly capable students to maximize their potential by reaching extraordinary heights and by internalizing highly effective life skills. The highly capable program includes a well defined advanced level curriculum delivered by exceptional teachers who artfully and explicitly connect this high level curriculum with readiness, interest and learning profiles of students.

Lind-Ritzville Cooperative School District Statement of Philosophy

Lind-Ritzville Cooperative School District is committed to meeting the needs of all learners. The District’s stated mission:

We recognize that highly capable students have special talents that must be nurtured, as well as unique needs that must be addressed through accommodations such as differentiation of

content, instruction, and assessment, as well as through careful attention to their social-emotional development. By considering the whole child, and not just his or her innate abilities, teachers, parents, and administrators will be able to challenge and motivate highly capable students to reach for the stars and achieve at their full potential.

Highly Capable Program Goals/Desired Results

- Continuous Academic Progress for Advanced Learners
Specific annual goals and objectives (that go beyond addressing grade level content standards) are developed for identified advanced learners based on the District's advanced level curriculum and individual student readiness, interests, and learning profiles.
- Professional Development Focused on Advanced Learners
Teachers, support staff, and administrators received professional development designed to help them effectively address the academic and social/emotional needs of Lind-Ritzville Cooperative School District's advanced learners.
- Improved Communication
Staff, students, and parents have a common understanding of and easy access to the District's Highly Capable Plan

Glossary of Terms

Advanced Learner

A student who is achieving at the advanced level of performance in one or more academic areas. This student has a deep understanding of the important concepts of course content and can readily provide new insights about the learning. The advanced learner demonstrates mastery of the more complex strategies learned and can perform these with little or no conscious effort. Advanced learners may be intellectually gifted or high achievers who demonstrate the capacity to perform at the advanced level.

Cluster Grouping

A method of grouping students within a regular classroom setting. Through cluster grouping advanced learners, for example, can receive differentiated instruction and curriculum, appropriate for their level, from the regular classroom teacher.

Curriculum Compacting

An instructional strategy that allows students who demonstrate mastery of a skill or deeper understanding of a content area, to omit portions of the assigned curriculum, and substitute it with extension assignments that match their interests, abilities, and academic needs.

Depth

A form of differentiation that gives a student opportunities to extend and elaborate on a curricular topic. With teacher assistance, the student uncovers more details and new knowledge.

Differentiation

Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing.

Flexible Grouping

A temporary method of grouping students for instruction using interest, ability level, or other student needs to determine groups of a particular project or unity of study. This method is used often to group students who are advanced learners in one areas but not another.

Multiple Criteria

Student information and data from multiple sources used collectively to identify advanced learners.

Part-time Grouping

Grouping advanced learners for specific coursework during the school day.

Tiered Instruction/Tiered Assignment/Adjusted Assignment

An instructional strategy that provides all students with the same essential ideas and skills related to a standard, but at different levels of complexity, abstractness and difficulty. A tiered or adjusted assignment is one in which each student has the opportunity to develop skills and understandings at his or her appropriate level of challenge.

Characteristics of Highly Capable Learners

Although every gifted learner has his/her own unique characteristics, many intellectual and corresponding personality characteristics are typical of many gifted youngsters. These qualities usually exist with a higher degree of intensity and energy the more gifted the student.

Intellectual Characteristics	Personality Characteristics
❖ Exceptional reasoning ability ❖ Facility with abstraction ❖ Early moral concern ❖ Analytical thinking ❖ Capacity for reflection ❖ Intellectual curiosity ❖ Complex thought process ❖ Passion for learning	❖ Insightfulness ❖ Perfectionism ❖ Sensitivity/Empathy ❖ Acute self-awareness ❖ Tendency toward introversion ❖ Need to understand ❖ Need for precision/logic ❖ Intensity ❖ Nonconformity

❖ Divergent thinking/creativity ❖ Rapid learning rate ❖ Vivid imagination ❖ Powers of concentration ❖ Keen sense of justice	❖ Need for mental stimulation ❖ Excellent sense of humor ❖ Perseverance ❖ Questioning of rules/authority -Linda Kreger Silverman
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Challenges Associated with Strengths of Highly Capable Learners

It is important to remember that no highly capable learner exhibits every characteristic in every area listed above. However, knowing the possible range of behaviors and understanding how those behaviors might be interpreted in different ways can help parents and teachers better nurture these students.

Strength	Possible Challenge
❖ Acquires/retains information ❖ Enjoys problem-solving ❖ Eagerness ❖ Creative/Inventive ❖ Inquisitive; searches for significance Large vocabulary; advanced, broad information ❖ Intense concentration; long attention span in areas of interest	❖ Impatient with others ❖ Resists routine; questions teaching procedures ❖ May be seen as overly active ❖ May be seen as disruptive/out of step ❖ Asks embarrassing questions ❖ May use words to manipulate; bored with school ❖ Neglects duties or people during periods of focus; resists interruption

❖ Strong sense of humor	❖ May become “class clown” for attention -Adapted from Clark and Segoe
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Assessing and Identifying Students for the Highly Capable Education Program

Referral

Conducted in the spring of each year following winter district assessments

- Lind-Ritzville Cooperative School District uses a variety of measurements to qualify a student as highly capable. Building Principals gather information from teachers and parents for further referral information. In addition, all students in grades 1st and 4th grade will be universally screened using a variety of measurements. We then further assess all identified students using the Cogat 8. The Multidisciplinary selection committee reviews that data as well as multiple other data sources to determine qualification. No single data point disqualifies a student from identification. We look extensively for student data to qualify students when appropriate.
- Teachers complete the Teacher Nomination Form including most recent district assessment results and send it to the Building Principal.
- Parents, other district staff, and community members complete the Parent/Community Referral Form and return it to their child’s school office.

Assessment Process

Multiple criteria are reviewed and may include:

- CogAT 8 Full Battery
- Smarter Balanced Assessments
- District Standardized Assessments
- Teacher recommendations / checklist
- Parent recommendations / checklist
- Standards-based grade reports and performance levels
- Placement tests for courses
- Classroom performance

Highly Capable Selection Committee

The multidisciplinary selection committee (MSC) for the final selection of the most highly capable students for participation in the Lind-Ritzville Cooperative School District’s program for highly capable students shall consist of the following professionals (WAC

392-170-070):

- A special teacher; if a special teacher is not available, a classroom teacher shall be appointed (WAC 392-170-038)
- A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results
- The building principal
- Such additional professionals, if any, the district deems desirable

The multi-disciplinary selection committee will evaluate individual student assessment profile data. The selection decision is based on:

- A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
- Evidence of clear need for highly capable services; and
- Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from services. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

Appeals Process

Lind-Ritzville Cooperative School District has adopted a procedure for appealing the multidisciplinary selection committee's decision and will disseminate this procedure to the public. This process includes:

1. Parent completes an Appeal Form within 10 days of receiving notification (Including supporting evidence) . Return to: Don Walker, Highly Capable Coordinator at dwalker@lrschools.org.
2. Meeting of the appeals committee (multidisciplinary team and at least one additional professional who was not part of the decision being appealed)
3. Appeal committee will review the appeal within 15 school days. A written summary of findings will be sent and a copy of the appeal and summary of findings will be included in the student's cumulative file.

Highly Capable Program Exit Procedure

The exit process for the program involves the teacher, student, parents, and the school principal.

- Parents may remove their students from the program by contacting the student's teacher or principal and completing an Exit Form.

Continuum of Services K-12

A differentiated curriculum model is in place for all students at the elementary, middle, and secondary levels during the school day. Advanced learners are provided the advanced level component of the general education curriculum.

Currently, the District uses flexible grouping in kindergarten through grade 5. Advanced learners receive more open-ended, long-term, and complex assignments that require a balance of independent and collaborative thinking with like-peers.

At grades 7 and 8, students receive instruction that compacts, extends, and exceeds the core curriculum. These courses are designed to specifically address the needs of advanced learners with tiered assignments and differentiated resources that require more depth and complexity than the regular grade level curriculum. Curriculum compacting is used to allow time for the more advanced level curriculum.

Highly capable students at the high school are served by a College in the High School Course(s).

K-5 Elementary

- ❖ Differentiation within the general education classroom
- ❖ Specific focus will be on addressing the academic learning needs of the selected highly capable students
- ❖ Afterschool enrichment programs

6-8 Middle School

- ❖ Differentiation within the general education classroom
- ❖ Specific focus will be on addressing the academic learning needs of the selected highly capable students
- ❖ Acceleration
- ❖ Afterschool enrichment programs

9-12 High School

- ❖ Differentiation within the general education classroom

- ❖ Specific focus will be on addressing the academic learning needs of the selected highly capable students
- ❖ Acceleration
- ❖ College Study Lab/Directed Studies
- ❖ CiHS Courses

Differentiated Curriculum

A differentiated classroom is one that offers a variety of learning options designed to tap into the different readiness levels, interests, and learning profiles of its students. Differentiation can occur in content (what is presented), process (how it is presented), and product (how it is assessed). The goal is to maximize learning time for the advanced learner.

Examples of Differentiation

- ❖ Pre-assessment is typical and guides learning options
- ❖ The teacher adjusts content, process, and product in response to student readiness
- ❖ A variety of ways for students to explore the curriculum is available
- ❖ Learning is multi-faceted and interdisciplinary
- ❖ Flexible grouping is used
- ❖ Students have multiple options for demonstrating what they have learned
- ❖ Ongoing assessment of student readiness and growth occurs
- ❖ Abstract, complex, higher-level thinking is emphasized

Program Evaluation

Progress will be monitored two times per year to assess student growth and appropriateness of services.

Student growth data will be analyzed to determine the effectiveness of highly capable services including universal screeners/progress monitoring, district benchmark assessments, common formative assessments, state assessments and other local assessments.

The MSC will meet annually to review the overall process, assess effectiveness of individual parts, and engage in continuous improvement of the process and program.

The MSC will evaluate expenditures and effective use of funds to enrich or expand opportunities for students.

LIND RITZVILLE SCHOOL DISTRICT HIGHLY CAPABLE PROGRAM **Parent/Community Referral Form**

Please complete the information as fully as possible and submit it to the building office.

Student's Name:	Grade:	Age:
Parent's Name:		Phone:
Address:	City:	Zip:

Rate the student on each of the items below. Circle the number that indicates how you perceive the student.

	Low.....High				
1. Has above-average language development	1	2	3	4	5
2. Develops ideas from simple to complex, concrete to abstract	1	2	3	4	5
3. Has an interest and curiosity about many topics	1	2	3	4	5
4. Finds opportunities for initiating or creating projects	1	2	3	4	5
5. Is aware of detail and a keen observer	1	2	3	4	5

6. Draws on internal knowledge to solve problems	1	2	3	4	5
7. Has unusual persistence on a topic of interest	1	2	3	4	5
8. Uses imagination in writing, music or art	1	2	3	4	5
9. Is aware and sensitive to feelings and needs of others	1	2	3	4	5
10. Has “need to know” or desire to excel	1	2	3	4	5
11. Has unusual ideas or approaches to problem solving	1	2	3	4	5
12. Learns quickly and easily	1	2	3	4	5
13. Can deal with a high degree of complexity	1	2	3	4	5
14. Has a keen or different sense or humor	1	2	3	4	5
15. Needs little external motivation on projects	1	2	3	4	5
16. Enjoys fantasy and elaborating on ideas	1	2	3	4	5
17. Seeks or carries responsibility	1	2	3	4	5
18. Plays with ideas	1	2	3	4	5

19. Generally directs an activity she/he is involved in	1	2	3	4	5
20. Creates original plays, music or other art works	1	2	3	4	5
21. Has a high level of enthusiasm for learning	1	2	3	4	5
22. Has the ability to concentrate for long periods of time	1	2	3	4	5
23. Reads everything and almost anything	1	2	3	4	5
24. Tells you more than you expected about almost anything	1	2	3	4	5

Describe any special talents or interests of the student:

Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things or people "tick"				
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things				
Is a keen and alert observer, usually "sees more" or "gets more" out of a story, film, etc., than others of age				
Younger children: learned to read at an early age; is independently absorbed in books and reading. Older children: reads a great deal on his/her own; usually prefers much higher level or adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases				
Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
TOTAL LEARNING SCORE = WEIGHTED COLUMN TOTAL				

Part 2 - MOTIVATIONAL Characteristics

Student's Name _____ Grade _____ Year _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion; sometimes difficult to get him/her to move to another topic				
Is easily bored with routine tasks				
Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products				

Prefers to work independently; requires little direction from teachers				
Is interested in many "adult" problems such as religion, politics, race - more than usual for his/her age				
Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs				
Likes to organize and bring structure to things, people, and situations				
Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
TOTAL MOTIVATIONAL SCORE = WEIGHTED COLUMN TOTAL				

Part 3 - CREATIVITY Characteristics

Student's Name _____ Grade _____ Year _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything				
Generates a large number of ideas or solutions to problems and questions; often offers an unusual "way out", unique clever responses				
Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreements; is tenacious				
Is a high risk taker; is adventurous and speculative				

Displays a good deal of intellectual playfulness; fantasizes; imagines "I wonder what would happen if"; manipulates ideas; is often concerned with adapting, improving, and modifying institutions, objects and systems				
Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others				
Is usually aware of his/her impulses and more open to the irrational in himself/herself; freer expression of feminine interests for boys, greater than usual amount of independence for girls; shows emotional sensitivity				
Is sensitive to beauty; attends to aesthetic characteristics of things				
Is nonconforming; accepts disorder; is not interested in details; is individualistic, does not fear being different				
Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
TOTAL CREATIVITY = WEIGHTED COLUMN TOTAL				

PLEASE ENTER A COMBINED TOTAL SCORE FOR ALL THREE RENZULLI-HARTMAN INVENTORIES:

104-102 = Extreme evidence of giftedness 99-91 = Considerable evidence 90-78= Strong evidence

**Lind-Ritzville Cooperative School District
Highly Capable Permission to Test**

Please complete this form and return it to your child's teacher.

Dear Parent/Guardian:

(student name) (homeroom teacher) (grade)

Your child has been recommended for or you have requested testing for possible placement in the highly capable program.

Parental permission must be obtained in writing before the district can conduct assessments to determine eligibility for participation in programs for highly capable students.

If you would like to have your child tested, please sign below and return this form to the office of the school where your child is enrolled.

Sincerely,

Principal

_____ I wish to have my child tested _____ I do **not** wish to have my child tested

If qualified, I give permission for my child, _____, to participate in Lind-Ritzville Cooperative School District's program for highly capable students.

_____		_____
Parent/guardian Signature		Date
_____	_____	_____
Student full name-please print	Birth date	Phone Number

Date _____

Dear Parent(s) of _____,

Based on the decision of the Multidisciplinary Selection Committee your child has been **identified as highly capable**. I have included the score results for the Cognitive Abilities Test below. The attached pages share details on our identification of students, program services, and exiting procedures for the Highly Capable Program.

Lind-Ritzville Cooperative School District will offer highly capable students the following programs which may include but are not limited to: *accelerated learning opportunities; a differentiated curriculum model; flexible academic grouping arrangements that provide for intellectual and interest peer group interactions; curriculum compacting; honors and advanced placement classes and programs designed to share resources and facilities to maximize student learning and mentorships and career exploration*. Each individual student or group of students with similar needs shall have a program plan. Services will be made available based on that plan and include a continuum of services.

Qualified students will have first access to after school accelerated learning opportunities at our elementary schools. Watch for details of after school offerings coming home with your child. **As per Washington State Administrative Code, we are required to have parental permission to identify and serve highly capable students. Attached you will find a permission form to be signed and returned to your child's school.** Please contact me with any questions you may have about our Highly Capable Program. Again, thank you for your support of your child's education.

Cognitive Abilities Test

Verbal: The test on the Verbal Battery appraises verbal inductive and deductive reasoning skills, as well as flexibility, fluency and adaptability when working with verbal materials and solving verbal problems. Student Percentile Score _____

Quantitative: The tests on the Quantitative Battery appraises inductive and deductive reasoning skills as well as flexibility and fluency in working with quantitative symbols and concepts. Student Percentile Score _____

Nonverbal: The tests on the Nonverbal Battery present the most novel problems to students. The items on these items use only geometric shapes and figures which have little direct relationship to formal school instruction. Student Percentile Score _____

Sincerely,

Principal

Date _____

Dear Parent(s) of _____,

Based on the decision of the Multidisciplinary Selection Committee your child **has not been identified** as highly capable. I have included the score results for the Cognitive Abilities Test below, which is one of the measures used to determine eligibility for this program.

Verbal: The test on the Verbal Battery appraises verbal inductive and deductive reasoning skills, as well as flexibility, fluency and adaptability when working with verbal materials and solving verbal problems. Student Percentile Score _____

Quantitative: The tests on the Quantitative Battery appraises inductive and deductive reasoning skills as well as flexibility and fluency in working with quantitative symbols

and concepts. Student Percentile Score _____

Nonverbal: The tests on the Nonverbal Battery present the most novel problems to students. The items on these items use only geometric shapes and figures which have little direct relationship to formal school instruction. Student Percentile Score _____

If you would like to appeal this decision:

- Complete an Appeal Form within 10 days of receiving notification (This is on Lind Ritzville School District's website)
- Include supporting evidence
- The appeals committee will meet to review the appeal within 35 school days of receiving the appeal and a written summary of findings will be sent.

If you would like to refer your child next school year, please watch for the dates for the referral process.

If you have further questions, please contact me at _____.

Sincerely,

Principal

Highly Capable Learning Plan
Lind-Ritzville Cooperative School District

Personal Information

Student Name _____ Date _____

Grade _____ School Year _____ Student ID# _____

Teacher Name(s) _____

Domain for Highly Capable Services (Check all that apply.)

☐ Math ☐ ELA

Yearly Learning Plan (Check all that apply.)

- ☐ Differentiated Instruction
- ☐ Flexible grouping
- ☐ Accelerated learning
- ☐ Enrichment program(s)

- ☐ Accelerated Math Placement (MS)
- ☐ Advanced Placement (HS)

Narrative of Plan's Academic Goals (Include focus of student's achievements & interests):

Year's End Follow-up: Were Highly Capable Program goals met? Yes/No Explain.

Recommendations for next year:

**Lind-Ritzville Cooperative School District
Highly Capable Program Appeals Form**

Student: _____ Grade: _____ School: _____

Parents: _____ Address: _____

Home Phone: _____ Cell Phone: _____

Reason(s) for appeal (please check all that apply): The appeal must include the reasons for the appeal as well as any supporting information.

☐Error in Scoring

☐Testing Bias

☐Special Circumstances

Reason(s) for Appeal:

Parent/Guardian Signature: _____ Date: _____

Send completed form and supporting evidence to the School Office/ Attention Principal:

Process for appealing the selection decision includes:

- Complete and Appeal Form within ten (10) business days of receiving notification • Include supporting evidence
- The appeals committee will meet to review the appeal within thirty-five (35) days.

Ritzville School District #160-67
Board Resolution 2023-005

WHEREAS, RCW 39.56.040 requires the cancellation of warrants not presented for payment within one year of issue, and

WHEREAS, the following outstanding warrants have not been presented for payment to the county treasurer:

FUND	WARRANT	ISSUE DATE	AMOUNT
General	728595	10/31/2023	\$ 4,000.98

NOW THEREFORE, BE IT RESOLVED that the Adams County Auditor and the Adams County Treasurer be authorized to cancel the above-listed outstanding warrants.

ADOPTED this 26th day of February, 2024.

Secretary to the Board

Director

Director

Director

Director

Director

Lind School District #158
Board Resolution 23-24-03

WHEREAS, RCW 39.56.040 requires the cancellation of warrants not presented for payment within one year of issue, and

WHEREAS, the following outstanding warrants have not been presented for payment to the county treasurer:

FUND	WARRANT	ISSUE DATE	AMOUNT
General	813087	11/30/2023	\$ 170.64
General	813057	11/30/2023	\$7,909.91

NOW THEREFORE, BE IT RESOLVED that the Adams County Auditor and the Adams County Treasurer be authorized to cancel the above-listed outstanding warrants.

ADOPTED this 26th day of February, 2024.

_____ Secretary to the Board	_____ Director
	_____ Director
	_____ Director
	_____ Director
	_____ Director