

Lind-Ritzville Cooperative Schools
Regular Board Meeting – November 27, 2023 - 6:30 PM - LRMS Cafeteria
Board Study Session 6:00 PM - LRMS Cafeteria

LIND

Flag Salute

1. Call to Order and Verification
2. Approval October 23, 2023 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$76,922.38
 - b. Transportation Cooperative Accounts Payable - \$40,998.82
 - c. Associated Student Body Fund Accounts Payable - \$ 3,026.05
 - d. TVF Accounts Payable - \$215,313.82
 - e. Payroll for November 30, 2023 - \$375,232.76
 - f. Accept Recommendation of LRHS C Squad Boys Basketball Coach - Steve Wellsandt
 - g. Accept Resignation of Lind Elementary Third Grade Teacher - Micah Pridmore

RITZVILLE

1. Call to Order and Verification
2. Approval October 23, 2023 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$66,676.04
 - b. Transportation Cooperative Accounts Payable - \$40,998.82
 - c. Associated Student Body Fund Accounts Payable - \$33,823.29
 - d. Capital Project Fund Accounts Payable - \$9,083.71
 - e. Payroll for November 30 , 2023 - \$427,176.19
 - f. Accept Recommendation of Year-Round Part-Time Custodian - Josie Campbell
 - g. Accept Recommendation of Ritzville Grade School Paraeducator - Deanna Brooks
 - h. Accept Recommendation of LRHS C Squad Boys Basketball Coach - Steve Wellsandt
 - i. Accept Resignation of Ritzville Grade School Paraeducator - Kimberly Braden

JOINT ITEMS

5. Legislative Update
6. Reports to the Board
 - a. Students & School Program
 - i. Student Representatives' Report
 - ii. Principals' Report (SIP Reports)
 - a. Presentation by LRMS Robotics Team
7. Superintendent's Report
 - a. Building & Grounds Supervisor
8. Public Comment
9. Policy Review & Emerging Issues
 - a. **Second Reading & Approval** - Policy 3231 - Student Records
 - b. **Second Reading & Approval** - Policy 3520 - Student Fees, Fines, or Charges
 - c. **Second Reading & Approval** - Policy 4001 - Public Information Program
 - d. **First Reading** - Policy 6610 - Video Surveillance

- e. Approval of Resolution #23-24-01 - Replacement Educational Programs & Operations Levy – **Lind only**
 - f. Approval of Resolution #2023-001 - Replacement Educational Programs & Operations Levy – **Ritzville only**
 - g. Approval of Resolution #23-24-02 – Replacement Capital Levy for Educational Technology Improvements– **Lind only**
 - h. Approval of Resolution #2023-002 - Replacement Capital Levy for Educational Technology Improvements – **Ritzville only**
 - i. Appointment of “For”and “Against” Committees – **Lind only**
 - j. Appointment of “For”and “Against” Committees – **Ritzville only**
- 10. Finance
 - 11. Other Reports
 - 12. Board Member Reports - WSSDA Conference
 - 13. Adjournment

Items for the next meeting:

- EOY Report

**RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
October 23, 2023**

The meeting of the Board of Directors of Ritzville School District #160-67 and Lind School District #158 was held in the Lind-Ritzville High School Commons on October 23, 2023. The following members were in attendance:

Ritzville School Board Members:	Greg Galbreath Scott Carruth	Tia Kubik Erin Repp
Lind School Board Members:	Jim Weidemann Kevin Starring	Greg Schmunk Jani Melcher

Ritzville Vice-Chair Director Galbreath led the Pledge of Allegiance.

Ritzville Vice-Chair Director Galbreath called the Ritzville School Board meeting to order at 6:33 P.M.

Ritzville Chair Phillips was excused. Ritzville Director Kubik was excused and arrived late. Ritzville Director Repp joined by phone and later joined the meeting in person.

Ritzville Director Carruth moved to approve the September 25, 2023 Regular Board Meeting minutes. Director Repp seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

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

Ritzville Director Carruth moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$77,551.34 & \$10,693.54; Transportation Cooperative Accounts Payable - \$60,294.46; Associated Student Body Fund Accounts Payable - \$5,709.63; Capital Funds Accounts Payable \$8,419.66; Payroll for October 31, 2023 - \$414,101.25; Accept Recommendation of LRMS Girls Assistant Basketball Coach - James Saetre. Ritzville Director Repp seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Weidemann called the Lind School Board meeting to order at 6:32 P.M.

Lind Chair Labes was excused. Lind Vice-Chair Melcher arrived late.

Lind Director Starring moved to approve the September 25, 2023 Regular Board Meeting minutes. Director Schmunk seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

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

Lind Director Starring moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$56,627.52; Transportation Cooperative Accounts Payable - \$60,294.46; Associated Student Body Fund Accounts Payable - \$127.43; Payroll for October 31, 2023 - \$374,564.22; Accept Recommendation of LRMS Girls Basketball Coach - James Saetre. Lind Director Schmunk 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 Eastern Washington Quality Schools Coalition (EWQSC) has had more virtual meetings to advocate for our schools. EWQSC priorities are: pause on new policies and programs; fully fund SPED and increase support for student mental health; relief on compliance with green building standards; address inadequacy of school construction funding formulas; consider options to address record increases in school insurance.

Reports to the Board

Students & School Programs

Student Representative Report

Student Representative Kemper Smith and Addy Colbert gave an update on Homecoming activities and how well the week went. Students have been meeting in their mentor groups to prepare for upcoming fall conferences. There were twenty three FBLA members that attended the Fall Business Leader conference in October. They also gave an update on upcoming athletic events.

Principals' Report

LRHS Principal Kevin Terris recognized Harlee Hennings and Lance Williamson as his nominations for the U.S. Presidential Scholars Program. These students were selected for being well rounded students and have high academic achievements along with their many extracurricular activities.

RGS Principal Cindy Deska, RGS First Grade Teacher Amy Wellsandt, RGS Fifth Grade Teacher Janna Gingrich, LES Principal Sarah Dinkins, LES Fifth Grade Teacher Joneel Russell, LRMS Principal Don Walker, LRMS Science Teacher Nick Weishaar, LRMS ELA Teacher Shannon Court, LRHS Principal Kevin Terris, LRHS History Teacher Bryce Court and LRHS CTE Teacher Lori Sanderson reported on building level plans to support the district's strategic plan: Achieving Success, Demonstrating Growth, Improving Engagement, Investing Resources and Increasing Involvement.

Superintendent's Report

Food Service Manager Tina Shields gave an update of the food service programs in Lind and Ritzville. She spoke about the OSPI administration review and the changes that have been implemented. She also shared some of the challenges of feeding preschool through high school students and learning what works best in each building. They are also implementing more made from scratch recipes. Her goal is to elevate the program while keeping costs down.

Superintendent Vanderholm shared grant news and there are substantial awards on the way and will share more details as they become available. Several LRCS staff have submitted classroom grants.

Superintendent Vanderholm gave updates on facilities such as; wall mats for LRMS gym have been ordered, still working to improve Lind watering system up at the ball fields; improved sound system at Gilson.

Superintendent Don Vanderholm spoke about a safety issue that occurred in Ritzville and shared that building principals are working with staff on ways to improve some areas of the district's safety plan. He shared that he recently attended a workshop on crisis/communication at the ESD 101 and learned additional ways to communicate during emergency situations.

Other items discussed were the upcoming Coffee with the Superintendent and Cooperative Site team meeting. LRHS students attended a fentanyl presentation by S.A.F.E. and the career showcase was successful.

Public Comment - There was no public comment.

Policy Review & Emerging Issues

After the second reading, Ritzville Director Carruth moved for Approval of Policy 3207 - Prohibition of Harassment, Intimidation, and Bullying of Students . Ritzville Director Kubik seconded the motion. A voice vote was taken with all present members voting Aye. The motion carried.

After the second reading, Lind Director Schmunk moved for Approval of Policy 3207 - Prohibition of Harassment, Intimidation, and Bullying of Students. Lind Director Melcher seconded the motion. A voice vote was taken with all present members voting Aye. The motion carried.

There was a first reading of Policy 3231 - Student Records

There was a first reading of Policy 3520 - Student Fees, Fines, or Charges

There was a first reading of Policy 4001 - Public Information Program

Financial Reports

LRCS Business Manager Kris Robbins spoke about the Educational Programs & Operational Levy and proposed levy rates that are up for approval at the November board meeting.

Other Reports – Nothing to report.

Board Member Reports - Nothing to report.

There was an Executive Session called to discuss complaints against an employee or board member with no action to follow.

The Lind and Ritzville School Board meeting was adjourned at 8:39PM.

Chairman/Date

Chairman/Date

Secretary to the Board

Coaching Hire- HS Boys Basketball Assistant

1 message

Dustan Arlt <darlt@lrschools.org>

Thu, Nov 16, 2023 at 9:45 AM

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

Hello-

I have met with Steve Wellsandt about the HS boys basketball C assistant coach open position. He has come to practice this week and would like to come back and fill this position. I would like to recommend hiring Steve for this position.

Steve was the assistant HS boys basketball coach for about 8 years in the early 2000s and more recently the HS girls basketball head coach for 5 years until 2022.

Athletic Coordinators please share this with your administration at your schools.

Thanks,

Dustan

October 29th, 2023
Micah Pridmore
Letter of Resignation

Dear Lind-Ritzville School District,

I wish to declare my resignation for the position of 3rd Grade Teacher at Lind Elementary School. I will finish out my contract for the 2023 - 2024 Academic Year, but will not continue during the 2024 - 2025 Academic Year.

Thank you for your support and employment,

-Micah Ray Pridmore

A handwritten signature in cursive script, reading "M Pridmore". The signature is written in dark ink and is positioned below the typed name.

Fwd: Josie Campbell

1 message

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

Tue, Oct 24, 2023 at 7:43 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: **Don Vanderholm** <dvanderholm@lrschools.org>
Date: Fri, Oct 13, 2023 at 1:52 PM
Subject: Re: Josie Campbell
To: Tina Schuler <tschuler@lrschools.org>, Zach Gardner <zgardner@lrschools.org>

That's great news! Let's proceed with the hire.

Thank you.

On Fri, Oct 13, 2023 at 1:36 PM Zach Gardner <zgardner@lrschools.org> wrote:

Brady and I had an interview with Josie. I called references and everyone has nothing but great things to say. I think she'd make a great addition to our department. She can tentatively start October 23rd. She might have jury duty and is supposed to know more next week so she doesn't want to start and not be able to be here.

Zach Gardner
Facilities/Grounds Supervisor
Lind-Ritzville Cooperative Schools
509-347-6400



Tina Schuler <tschuler@lrschools.org>

Re: Recommendation

Don Vanderholm <dvanderholm@lrschools.org>
To: Cindy Deska <cdeska@lrschools.org>
Cc: Tina Schuler <tschuler@lrschools.org>

Thu, Nov 16, 2023 at 3:13 PM

Approved

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

"LIND-RITZVILLE GRIT"

On Thu, Nov 16, 2023 at 1:11 PM Cindy Deska <cdeska@lrschools.org> wrote:

I would like to recommend Deanna Brooks for our open paraprofessional position that was vacated by Kim Braden. Deanna has been a sub in our building all school year and has most recently been subbing in this position.

10/10/2023

Dear Lind-Ritzville School District,

I am writing to inform you of my decision to resign from my position as paraprofessional with Ritzville Grade School. I have truly enjoyed my time here and am grateful for the opportunities I have been given. As a paraprofessional, I have been proud to contribute to RGS in many ways, including building a strong relationship with both of my one on one SPED students. I will always remember the great experiences and relationships I have built here. My last day at the school will be October 27th, 2023.

Sincerely,

Kimberly Braden
SPED Paraprofessional
Ritzville Grade School

LIND ELEMENTARY 2023-2024

2022-2023 Needs Assessment Summary:

K-2 Band:

Math: 93% of the K-2 students tested either increased 10 RIT points and/or met the EOY grade level RIT score on the Math NWEA test, or increased 1 grade level and/or met the EOY grade level on MobyMax benchmark.

ELA: 100% of the K-2 students increased 10 RIT Points and/or met EOY grade level RIT score on the ELA NWEA test or they increased 10 points and/or met the EOY DIBELS Composite Benchmark score.

3-5 Band:

Math: 92% of the 3-5 grade students increased 5 RIT points and/or met the EOY grade level RIT score on the Math NWEA test, or increased 1 grade level and/or met the EOY grade level on MobyMax benchmark

ELA: 94% of the 3-5 grade students increased 5 RIT points and/or met the EOY grade level RIT score on the ELA NWEA test, or they increased 10 points and/or met EOY DIBELS Maze Benchmark score.

Social Emotional:

- Absentee rate decreased 13% compared to the 2021-22 school year
- Discipline occurrences decreased 36% compared to the 2021-22 school year

2022-2023 Strengths:

- * Collaboration— Staff support each other
- * Fulltime administrative presences
- * PBIS, Character Strong, and onsite School Counselor
- * Positive parent relationships/supports
- * Tiered intervention— classroom push in
- * Positive building climate and culture

Areas of Improvement:

- * Improve Response to Intervention
- * Continued tier support for our ML students
- * Continued support in UDL, PBL, and SBG
- * Professional Development in:
 - Grade level standards/ rigor
 - High expectations
 - Writing and Literacy
 - Academic Vocabulary
 - Formative/ Informal assessment

2023-2024 Building Goals:

PK-2 ELA: 90 % of students will meet EOY goal or improve by 10 pts on NWEA or DIBELS.

PK-2 MATH: 90 % of students will meet EOY goal or improve by 10 pts on NWEA or increase by 1 grade level on Moby Max.

3-5 ELA: 90 % of students will meet EOY goal or improve by 5 pts on NWEA or DIBELS.

3-5 MATH: 90 % of students will meet EOY goal or improve by 5 pts on NWEA or increase by 1 grade level on Moby Max

Social Emotional: The counselor will teach monthly Character trait lessons and staff will reinforce daily during morning meetings.

Our Plan:

We will continue to work on improving our tiered approach with behaviors and academics using data and PBIS/ Character strong resources. Professional development and collaboration will be teacher driven and ongoing throughout the year. The focus this year will be around grade level standards and rigorous lessons: Did students learn it? How do we know? What do we do if students didn't understand?

Teachers will work together to ensure they are using result driven strategies and common resources. A focus on academic vocabulary in all lessons is a top priority K-5th grade to ensure students understand what is being asked of them on the state tests. All teachers are working towards common student growth goals in math, reading, and/or writing.

TITLE I, PART A SCHOOLWIDE PLAN	
Lind Elementary	2023-24
Mission Lind-Ritzville students have the GRIT to achieve success through: ❖ GROWTH: In acquiring skills & knowledge. ❖ RESILIENCE: In achieving short & long term goals. ❖ INITIATIVE: To be confident risk takers. ❖ TENACITY: To stay positive & follow through.	Vision <i>Administrators and Staff will prepare students for: Lifelong Learning, Rewarding Careers, and Responsible Citizenship</i> BY EMBRACING: ➤ Accountability ➤ Adaptability ➤ Academic Excellence. BY COMMITTING TO... ➤ Achieving Success by ensuring all students acquire the knowledge & skills needed to succeed beyond graduation. ➤ Demonstrating Growth by ensuring students consistently meet or exceed learning standards, graduate from High School and experience measurable post-secondary success. ➤ Improving Engagement by creating customized, innovative learning experiences with high academic standards and relevance to the changing world. ➤ Investing resources by engaging in relevant, aligned, and practical professional development in order to optimize achievement and promote caring relationships. ➤ Increasing Involvement by involving families and communities in promoting high levels of student achievement, respect, & pride in our schools.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	For the 2023-24 School Year: The Building Leadership Team (BLT) and staff during PLC and throughout the year review district and overall school data, which includes 3-5 SBA scores, K-5 NWEA scores, WA Kids, Dibels, Bridges Math, MobyMax, Social/Emotional data, standards based rubrics, attendance, District Strategic Plan, and the School Report Card. Based on the data collected relating to specific student skills, we were able to focus our efforts to improve student achievement and the whole child. The staff reviewed the progress on last years goals and found on those students who tested: Math: <u>K-2 Grade Band: Math</u> 93% of the K-2 students tested either increased 10 RIT points and/or met the EOY grade level RIT score on the Math NWEA test, or increased 1 grade level or met the EOY grade level on the MobyMax benchmark assessment.

	<u>3-5 Grade Band: Math</u> 92% of the 3-5 grade students increased 5 RIT points and/or met the EOY grade level RIT score on the Math NWEA test, or increased 1 grade level or met the EOY grade level benchmark on the MobyMax benchmark Assessment. <u>ELA:</u> <u>K-2 Grade Band: ELA</u> 100% of the K-2 students increased 10 RIT Points and/or met EOY grade level RIT score on the ELA NWEA test or increased 10 points or met the EOY Dibels Composite Benchmark score. <u>3-5 Grade Band: ELA</u> 94% of the 3-5 students increased 5 RIT points and/or met the EOY grade level RIT score on the ELA NWEA test, or they increased 10 points and/or met EOY Dibels Maze Benchmark score. <u>Social Emotional:</u> Following the S.E.R.V.E model and monthly Character Trait lessons, co-taught by the counselor and staff, and with reinforcement of the monthly Character traits during classroom meetings the absentee rate at LES for the 2022-23 school year has decreased 13% compared to that of the 2021-22 school year. Also during the 2022-23 school year, discipline occurrences and the number of students referred to the office decreased 36%, respectively compared to that of the 2021-22 school year. Lastly, we had 100% participation in Parent- Teacher conferences for both fall and spring.
Do	The Lind School District provides education for students, preschool through grade 12. The Administration, Middle School, and Elementary buildings all reside on one campus. The Lind-Ritzville High School is located on the Ritzville campus since forming an academic co-op with the Ritzville School district beginning in 2012-13. The schools share buildings and staff who work together to provide a quality educational experience for students. The school system works closely with the community resources and enjoys the support of the community through its volunteers and financial support. Many of Lind's citizens come to concerts, assemblies, and extracurricular activities. The Lind-Ritzville Middle School serves approximately 53 students and the High School serves approximately 50 students from the Lind School District. The Elementary school serves approximately 100 students Preschool through 5th grade with 3 students in the ECEAP, 4 in the community preschool and 6 in Transitional Kindergarten. Our Migrant program serves approximately 30 students P-12. The English Language Learner (ELL) program serves approximately 34 students P-12 and the Special Education program has approximately 23 students P-8. The needs of the whole child will be addressed using grade level band specific goals and schoolwide goals which address the academic achievement and social emotional needs of each child. We have curriculum in place to support each area: for Reading/ELA McGraw-Hill, Wonders, Dibels, for Math Bridges, MobyMax, McGraw-Hill Inspire Science, and PBIS/Character Strong.
Study	After reviewing the data, it was confirmed that students within our district and school still lack in the areas of Math and ELA. Students at the elementary levels struggle in the areas of metacognition and explaining learning.

	Strengths: • Collaboration time with gradeband and district counterparts. • PBIS Schoolwide • Character Strong-whole child • CLEAR • Creating Safe Places • Counselor • Small classes • Positive parent relationships • Tiered interventions • In-class para support • Community Partnerships • Positive support for ML/Migrant families • ECAP/Transitional Kindergarten • ECAP/Community Preschool • Teachers and staff supporting each other • Administrative support • Elementary Principal • Xello • Student recognition assemblies • provide enrichment activities for students Areas of Improvement: • Number sense, Operations and Algebraic Thinking • Continued improvement and exiting scores with ML students • Continued Communication and Partnership with Community Partners • PD opportunities around Literacy rich Projects and rubrics • Social studies curriculum to support ELA needs • Continued RTI Improvement
Adjust	❖ Through the use of collaborative practices, based on data and staff reflection, a PLC calendar was developed to provide PLC opportunities addressing the following needs: • Universal Design Learning (UDL),/GLAD/SIOP Strategies • Continue with CLEAR Social Emotional program • Result Driven Strategies • Vertical Alignment • Literacy groups • Math Groups • Writing ❖ We have a counselor 3 days a week that we share with the Ritzville Grade School. ❖ Tier 2 supports are provided Mon.-Thurs, in a small group pull-out model for 30 min in Math and ELA, in collaboration with the Reading/Math Interventionist, Gen-ed teachers, ML teacher, and Resource Teacher. ❖ Tier 3 supports are provided Mon-Thurs, in a small 1:1 pull-out model for an intense 20 min intervention in Math and ELA . ❖ Title I/LAP and Tier 3 support have been fluid based on the tracking of the students data.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	

Plan	Professional Learning Communities (PLC), grade band groups will determine essential standards for units of study in Math, Reading/ELA, and Social Emotional Learning. They will collect student data using curriculum, NWEA assessments in ELA and Math, Dibels Benchmark tests, Mobymax, and the Character Strong Program. Based on student progress toward mastery of standards, grade bands will devise a plan for instruction, using Best Practice Menus and will create student groups of similar needs for interventions. Using the Seven Turnaround Principles, Lind Elementary school will: • Ensure that teachers are effective and able to improve instruction by using strategies included in TPEP, attending training, and through the evaluation process. • Strengthen the schools instructional program to include our common core curriculum of ELA/Reading McGraw-Hill Wonders, Bridges Math, Inspire Science, and Mobymax. • Use data to inform instruction for continuous improvement from SBA tests, NWEA testing (3 times a year), Dibels Benchmark tests, Bridges Math, Mobymax benchmark/placement tests, and K-2 Dyslexia Screener. • Establish a school environment that improves school safety and discipline by continual use of PBIS and Character Strong program. • Provide ongoing mechanisms for family and community engagement.
Do	As a result of our comprehensive needs assessment, the following goals have been developed for academic progress: • <u>TK-K-2 ELA:</u> By April of 2024, 90% of the students will increase Reading Fluency 10 RIT points or meet EOY benchmark score on the ELA NWEA test or they increase 10 points or meet Dibels EOY benchmark. • <u>3-5 ELA</u> By April of 2024, 90% of the students will increase Reading Fluency 5 RIT points or meet EOY benchmark score on the ELA NWEA test or they increase 5 points or meet EOY benchmark on the Dibels Maze test. • <u>TK-K-2 Math:</u> By April of 2024, 90% of the students will increase 10 RIT points or meet the EOY benchmark on the Math NWEA test, or they will increase 1 grade level or meet EOY grade level benchmark on the Mobymax benchmark assessment. • <u>3-5 Math:</u> By April of 2024, 90% of the students will increase 5 RIT points or meet the EOY benchmark on the Math NWEA test, or they will increase 1 grade level or meet the EOY grade level benchmark on the Mobymax benchmark Assessments. • <u>P-TK-K-5 Social Emotional Goal:</u> Following the S.E.R.V.E. model P-TK-K-5 staff at LES will co-teach the monthly character trait lessons with the counselor and continue to reinforce those monthly characteristic traits during the monthly classroom meetings. Goals will be measured by observations, reflections, discipline data and attendance.
Study	At Lind Elementary School we analyze, and look at our strengths and weaknesses of our SBA reading and math results as well as our NWEA data. Beginning of the year assessment data including reading and math NWEA, Dibels, MobyMax, Reading Wonders and Bridges Math are used to determine if students are progressing. We also review the progress of our students based on ethnicity, ELL, SPED, homeless, and migrant and economic status.
Adjust	<u>TK-5 ELA & Math Action Steps:</u> Instructional: • ECAP/Community Preschool • ECAP/Transitional Kindergarten • Summer School (when available) • After School Tutoring • Universal Design

- Result Driven Strategies
- Differentiated Learning
- Spiral Review
- Manipulatives
- Math Games
- RTI/ Interventions
- Small Group Instruction
- Paraeducator push-in
- Migrant/ML support
- NWEA Foundational Skills with Dyslexia Screener (K-2)
- NWEA Benchmark Assessments (3x's a yr)
- NWEA Data Dig
- Dibels 8th Generation Literacy Skills Benchmark (K-2) and MAZE Assessment
- MobyMax benchmark assessments (3x's yr)
- McGraw-Hill Wonders Instruction & Assessment
- McGraw-Hill Wonders Leveled & Science Readers
- Bridges Instruction & Assessments
- Number Corners
- Common COre Sheets (3-5)
- ELA & Math Vocabulary
- Project Based Learning/STEM
- Rubrics
- Creative Curriculum
- CommonLit

Technology:

- ABC Mouse
- Connect Ed (Wonders)
- English Worksheet Land
- Google Apps
- Google Classroom
- Kahoot
- Math Games
- MobyMax
- Prodigy
- Ready Rosie (Preschool)
- Splash Math
- Times Table.com

Professional Development:

- Grade band collaboration
- Project Based Learning/STEM
- Result Driven Strategies
- Standards Based Grading/Rubrics
- Universal Design

Parent Involvement:

- Flash Cards
- Home Connection
- Parent Communication (newsletters, letters, etc)
- Parent Information Nights
- Planners (2-5)
- Raise A Reader
- Reading logs

- Ready Rosie (Preschool)
- Scholastic Book Orders/Book Fairs
- School Facebook

PK-5 Social Emotional Action Steps:

Instructional:

- Calming Room
- Character Strong Lessons
- Counselor Tier 2 groups
- Monthly Character Strong Traits
- Morning Announcements
- Morning Meetings
- Schoolwide PBIS rewards
- Schoolwide PBIS teach to's/expectations
- Student Concern Forms
- Tier 3 student of concern teams and behavior plan

Technology:

- Character Strong Videos
- Xello
- Dojo

Professional Development:

- Right Response Training
- CLEAR
- Trauma Training
- PBIS
- Character Strong
- Staff Challenges

Parent Involvement:

- Monthly assemblies
- Parent Communication
- Parent tip in newsletters

Parent Communication:

Lind Elementary will continue to communicate with parents in a variety of ways:

- Blackboard Alert System
- Class Dojo
- Classroom newsletters/parent information
- Celebrations/Recognition Assemblies
- Curriculum Nights
- District/LES webpages
- District/LES Facebook pages
- District Site Team
- ECAP Meetings
- Home Visits
- LES Monthly newsletter
- Local paper
- Migrant PAC meetings
- Monthly Cooperative District Newsletters
- Monthly menus
- Parent-Teacher Conferences (2x's yr)
- Parent/Student Handbook
- Planners (2-5)
- Report Cards
- School bulletin boards
- Skyward Access
- Spanish translation/interpretation
- Title I Parent meetings

	• Title I Schoolwide Policies/compacts • WA Kids Parent Meetings <u>Parent Engagement:</u> • Back to School Night • Book Fair • Class Dojo • Curriculum Night • Dental/Vision Hearing and Health Screenings • ECAP Meetings • Field Trips • Fire Prevention • Grandparents Day • Kindergarten/Preschool Roundup • Migrant PAC Meetings • Pastries for Parents • Planners (2nd-5th) • Reading & Math Nights • School & Class newsletters • Special Classroom Days • WA Kids meetings • Winter/Spring Music Concerts <u>Social Support:</u> • Counselor 3 days a week • Schoolwide PBIS • Character Strong <u>Extended School Year:</u> • Summer School (when available) <u>Community Resources:</u> • Community Library services are provided by the Ritzville Community Library Staff. • East Adams Rural HealthCare • Columbia Basin Health Association/WISE
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	• We continue to use a schoolwide systematic instruction model using primarily NWEA testing grades K-5, SBA results (spring of 2023) , and our ELA curriculum MacMillan-McGraw Hill Wonders, and mathematics curriculum Bridges and Mobymax. • We utilize a tiered approach in SEL & Academics based on our data identifying specific students' needs. • All students receive core ELA and Math instruction. In addition a 30 minute RTI is provided by the classroom teacher, ELA/Math interventionist, and paraeducators. • Teachers create and use standards based rubrics in their instruction. • Teachers use Project Based Learning • Students and staff have access to a counselor 3 days a week. • Special Education students are provided with additional support by SPED staff in Reading, Mathematics, and writing. • Based on data and teacher information, groups are fluid and remain as small as possible to maximize group instruction.

	• Summer school is available to Tier 2 & 3 students working on ELA and Math. • The school staff utilizes PBIS and Character Strong Daily. • Implementation of Results Driven Strategies for all students.
Do	• We use a rubric to identify, track and monitor academic progress. The rubric includes NWEA ELA and Math data, Dibels Benchmark data, and Mobymax benchmark • Social Emotional growth is tracked through attendance and behavior data and Student of Concern forms. • Support schedules are developed on the master schedule to provide extra instruction to the students. • Parent Involvement data is tracked.
Study	During PLC and staff meetings we will study data to improve performance. While looking at student data, there will be consideration to many factors including: • Attendance rate • Poverty/homelessness • Trauma informed • Counseling/Mental Health • Special Needs (IEP) • ML Learners • Behavior Challenges (Interventions in place/motivators determined)
Adjust	<u>Academic Support:</u> • Lessons will be aligned to Power standards. • Learning targets will be posted. • Focus on formative assessments, strategies, and processes in daily lessons. • Identifying students needing interventions through collection of data. • Provide interventions through Title I/LAP support, Special Education, and general education support. • Teach academic vocabulary. • Provide additional teacher training and collaboration on Result Driven Strategies. • Use Standard Based rubrics and Project Based Learning through UDL. <u>Behavioral Support:</u> • Staff trained on Character Strong/PBIS (Positive Behavior Intervention support). • Learning targets will be developed and taught for schoolwide procedures. • Incentives will be implemented to support positive behaviors. • School staff will utilize the adopted learning “Teach to’s”. • Discipline flow charts are updated to support the school plan and state laws. • Use of positive rewards for positive behavior. • School PBIS videos will be used to teach school expectations. • Staff trained on Right Response and trauma. <u>Parent Involvement:</u> • Communicate with parents and community through School Newsletter, notes home, and the school webpage and school facebook page. • Offer more options for parent-teacher conferences. • Increase parent engagement activities from 4-6 a year.

COMPONENT #4: COORDINATION AND INTEGRATION																										
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES																										
Plan	By operating a schoolwide program all students are eligible to receive Title I services. Title I services are supplemental to basic instruction. Funding allows us to serve more students with greater flexibility. We integrate Federal, State, and local resources to provide a full educational program based on the needs of the students.																									
Do	The classroom teacher, reading and math intervention specialist, ML teacher, and special education staff work together (reviewing, personnel, and materials) to address students' needs. Students in need of interventions are identified through student rubrics and Special Education referrals/504. Combined Title I part A, LAP, LAP Poverty, Special Education and basic funds allows us to meet the needs of all students.																									
Study	Reflection of our school achievement data, current intervention program data, and parent data determines effectiveness of our current supplement services.																									
Adjust	Lind Elementary Schoolwide Plan - Matrix for Combined Funds <table><tr><th>Program</th><th>Amount Available</th><th>How the Intents and Purpose of the Program will be Met.</th></tr><tr><td>Basic Education</td><td>\$143,958</td><td>To provide all students with the instruction aligned to grade level specific state standards.</td></tr><tr><td>Title I Part A</td><td>\$134,673</td><td>To provide all children the opportunity to receive a fair and equitable high quality education to close the achievement gaps.</td></tr><tr><td>Title II Part A</td><td>\$9,739</td><td>Preparing, training, and recruiting effective teachers, principals, or other school leaders.</td></tr><tr><td>Title IV</td><td>\$10,000</td><td>Student support and academic enrichment.</td></tr><tr><td>LAP</td><td>\$152,204</td><td>To coordinate the use of the State Learning Assistance Program.</td></tr><tr><td>Levy/Local Funds</td><td>\$63,539</td><td>Local levy revenue may be combined in schoolwide programs</td></tr><tr><td>Total</td><td>\$514,113</td><td></td></tr></table>		Program	Amount Available	How the Intents and Purpose of the Program will be Met.	Basic Education	\$143,958	To provide all students with the instruction aligned to grade level specific state standards.	Title I Part A	\$134,673	To provide all children the opportunity to receive a fair and equitable high quality education to close the achievement gaps.	Title II Part A	\$9,739	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Title IV	\$10,000	Student support and academic enrichment.	LAP	\$152,204	To coordinate the use of the State Learning Assistance Program.	Levy/Local Funds	\$63,539	Local levy revenue may be combined in schoolwide programs	Total	\$514,113	
Program	Amount Available	How the Intents and Purpose of the Program will be Met.																								
Basic Education	\$143,958	To provide all students with the instruction aligned to grade level specific state standards.																								
Title I Part A	\$134,673	To provide all children the opportunity to receive a fair and equitable high quality education to close the achievement gaps.																								
Title II Part A	\$9,739	Preparing, training, and recruiting effective teachers, principals, or other school leaders.																								
Title IV	\$10,000	Student support and academic enrichment.																								
LAP	\$152,204	To coordinate the use of the State Learning Assistance Program.																								
Levy/Local Funds	\$63,539	Local levy revenue may be combined in schoolwide programs																								
Total	\$514,113																									

Ritzville Grade School 2023-24

WE HAVE GRIT!

Our goals focus on student growth in areas of:

- Reading Foundations (K-1)
- Reading Informational Text (2-5)
- Math Operations and Algebraic Thinking (K)
- Math Numbers and Operations (1-2)
- Math Numbers and Operations and Operations and Algebraic Thinking (3-5)



We can do this by:

- Meeting individual student needs
- Providing supports to our students through interventions and enrichment
- Utilizing our curriculum materials (Bridges and Reading Wonders, UFLI)
- Focusing on identified *Power Standards*
- Keeping parents as partners through communication and support
- Providing social and emotional learning opportunities to our students
- Providing quality professional development opportunities to our staff on key areas including: PBL, Bridges, Social Emotional support/learning, CLEAR, and UFLI



We will know if we are successful by reviewing:

- School assessment data (DRA, NWEA, Math Screeners, SBA)
- Student progress data
- Discipline data
- Attendance data
- Parent input/surveys



We will adjust our plan based on the above data.

TITLE I, PART A SCHOOLWIDE PLAN	
Name of District/Building: Ritzville Grade School	Date: 2023-2024
Mission Lind-Ritzville students will have the G.R.I.T. to achieve success through—Growth in acquiring skills & knowledge— Resilience in achieving short and long-term goals—Initiative to be confident, creative risk-takers—Tenacity to stay positive and follow-through.	Vision Administrators & Staff will prepare students for: Lifelong Learning, Rewarding Careers, and Responsible Citizenship...BY EMBRACING...Accountability, Adaptability & Academic Excellence BY COMMITTING to... ACHIEVING SUCCESS-by ensuring all students acquire the knowledge and skills needed to succeed beyond graduation. MISSION VISION DEMONSTRATING GROWTH-by ensuring students consistently meet or exceed learning standards, graduate from HS, and experience measurable post-secondary success. IMPROVING ENGAGEMENT-by creating customized, innovative learning experiences with high academic standards and relevance to the changing world. INVESTING RESOURCES-by engaging in relevant, aligned, and practical professional development in order to optimize student achievement and promote caring relationships. INCREASING INVOLVEMENT-by involving families and communities in promoting high levels of student achievement, respect and pride in our schools.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	During our beginning of the year PLC time, our staff reviewed and analyzed our district and building assessment data as well as the state SBA data. We looked at our District Strategic Plan, SBA, MAP, discipline and classroom data and discussed our spring staff and family surveys. We broke into grade bands to focus on strengths and areas of improvement for TK-2 and 3-5. Based on the data collected, we created goals for student achievement centered around specific academic areas/strands in ELA and Math.
Do	The Ritzville School District provides education for students preschool through twelfth grade. Ritzville Grade School, Lind-Ritzville High School and the District Office reside on Ritzville's campus. The Lind-Ritzville Middle School is located on Lind's campus. We formed an academic co-op in

	2012-2013. The schools share buildings and staff works collaboratively to provide a quality education experience for our students. The school system works closely with community resources and is grateful for the community's volunteers and financial support. Many of Ritzville's citizens attend concerts, assemblies and extra-curricular activities. Ritzville Grade School serves 178 PK-5 students. Lind-Ritzville Middle School serves 92 students in grades 6-8 and Lind-Ritzville High School serves 113 students. We serve approximately 24 students through our TK, ECEAP and Community Preschool programs. 22 students attend the Lind-Ritzville Academy and 5 students attend our Lind-Ritzville Connect program. This year we are using Common Core aligned curriculum to support the areas of ELA and Math. We use McGraw-Hill Wonders/Wonderworks and Bridges Math which includes an intervention component. Our District Strategic Plan, school-wide goals, grade band goals and grade level goals address the needs of the whole child. These goals are centered around academic achievement of our identified Power Standards and the social/emotional needs of each child.
Study	After reviewing our data, it was evident that our students had areas of concern in ELA and Math. Strengths • Designated PLC time • Intervention Opportunities (Tier 3 and Intervention Blocks) • Math Instructional Opportunities • Math Recovery • Project Based Learning • Teachers setting high expectations for students • UFLI Phonemic Awareness Emphasis Areas of Improvement • K-1st ELA-Reading Foundations (K-CVC Words) • 2nd-5th ELA-Reading Informational Text • K Math-Operations and Algebraic Thinking • 1st-2nd Math-Numbers and Operations • 3rd-5th Math-Operations and Algebraic Thinking (3rd) • Numbers and Operations(4th and 5th) • Use the most effective communication tools for our families • Investigate Online Parent Information Night (Video Format) • Social/Emotional Learning and Support-Character Strong/CLEAR • Reinstate Parent Volunteer Program
Adjust	Through the use of collaborative practice, based on data and staff reflection, a PLC time schedule was developed by the Leadership Team. This calendar provided PLC opportunities addressing our areas of need. Based on our areas

	of need, we focus on a continuous cycle of inquiry and data review. We will adjust our plan and intervention focus as needed based on our data. Reading and Math intervention are provided through Title/LAP small group instruction 3-4 times per week for 25 minute sessions.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	Our PLC calendar was developed around our areas of need. We use ELA and Math Best Practices to plan and implement our Tiered support to meet the needs of our students.
Do	As a result of our comprehensive needs assessment, the following academic goals have been developed: <u>K-1st ELA</u> All students will show growth and/or score an 80% or above on the UFLI assessment in the area of Reading Foundations (K-CVC words). All students will show growth and/or score an 80% or above on ESGI and/or Wonders Unit assessments in the area of Reading Foundations. <u>2nd-5th ELA</u> All students will show growth and/or score an 80% or above on the Countdown to Common Core End of Year Assessment in the area of Reading Informational Text. All students will show growth and/or meet the EOY grade level RIT score on the NWEA MAP Reading assessment in the area of Reading Informational Text. <u>K MATH</u> All students will show growth and/or score an 80% or higher on the Unit 2 Bridges Assessment (Operations and Algebraic Thinking). All students will show growth and/or score an 80% or higher on the Math Recovery-Math Screener in the area of Operations and Algebraic Thinking. <u>1st-2nd MATH</u> All students will show growth and/or score an 80% or higher on the Bridges Unit 3 Assessment (Numbers and Operations). All students will show growth and/or meet the EOY grade level RIT score on the NEWA MAP Math assessment in the area of Numbers and Operations.

	<u>3rd-5th MATH</u> All students will show growth and/or score an 80% or above on the Operations and Algebraic Thinking Unit (3rd) and Numbers & Operations Unit (4th and 5th) assessments. All students will show growth and/or meet the EOY grade level RIT score on the NWEA MAP Math assessment in the area of Operations and Algebraic Thinking (3rd) and Number & Operations (4th and 5th).
Study	At Ritzville Grade School, we analyzed our SBA and MAP assessment data. We reviewed our strengths and areas of concern. We compared this data to years past. Beginning of the year assessments, including Reading and Math MAP assessments, DRA, WA Kids and Math Recovery Screeners as well as Spring 22-23 SBA data were used to determine students in need of extra support as well as those who were progressing. We also looked at the progress of our student groups based on ethnicity, SPED, homeless and economic status. We will continue to use Common Core State Standards while updating Power Standards, to dissect our math and ELA curriculums. We will look for holes and gaps in which we will need to use supplemental materials in order for our students to meet the CCSS standards. We will provide support to staff in the area of math with an outside math consultant. We will update our PK-5 writing plan to align our writing expectations and goals across the district. We will continue our PK inclusion team through an OSPI grant to support our early learning collaboration. We will utilize our building counselor and WSU CLEAR consultant for social/emotional learning opportunities and to implement the Character Strong curriculum.
Adjust	<u>K-2nd ELA</u> • Teachers will provide small group instruction in areas students are not reaching grade level. • If a child does not meet the goal, the child will be retested after direct intervention by the interventionist or classroom teacher. • Grade Level centers at small groups will be implemented to teach and refine missing skills. <u>3rd-5th ELA</u> • Integrate Reading Informational Text and strategies into classroom lessons, entry tasks, intervention and enrichment activities. • Use supplemental materials/online programs.

K-2nd MATH

- Teachers will provide small group instruction in areas students are not reaching grade level.
- If a child does not meet the goal, the child will be retested after direct intervention by the interventionist or classroom teacher.
- Grade Level centers at small groups will be implemented to teach and refine missing skills.

3rd-5th MATH

- Integrate Operations and Algebraic Thinking and Numbers and Operations skills and strategies into classroom lessons, entry tasks, intervention and enrichment activities.
- Use supplemental materials/online programs.

SOCIAL/EMOTIONAL

Character Strong

Xello

WSU CLEAR Program

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

Parent Communication

LRS District Website

Grade School Monthly Newsletter

Grade School Facebook Page

Monthly Menus

Presentations at School Board Meetings

Curriculum/Classroom Information Night

School Bulletin Boards

Skyward Access

Phone Calls to Families

Students' Daily Planners

Blackboard Alert System

Report Cards

Progress Reports

Fall/Spring Conferences

Parent/Student Handbook

Title 1 Parent Meetings

Title 1 Parent Involvement Policies

Parent and Family Engagement

Classroom Volunteers

Open House

Grandparents' Lunch

Donuts with Dudes

Curriculum Night/Classroom Information Night

	Fall Festival Family Night Ready Rosie Raising a Reader Boxtops Kindergarten Screening Meetings Child Find Mobile Dental Screening Vision, Hearing and Health Screenings Muffins with Misses Field Day Field Trips Lind-Ritzville Cooperative Site Team <u>Social Support</u> District Counseling Services Bronco Tickets Character Strong WSU CLEAR Program <u>College and Career Readiness</u> Xello <u>Community Resources</u> Ritzville Public Library provides services to our students and their families. -Summer Reading Program -After School Reading Program/Activities Ritzville Food Bank Food Drive School Supply Drive LRHS Cooperation Supporting Elementary Programs Innovia Partnership
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	We use state SBA and district NWEA MAP data to drive our instruction and identify students' needs. We use district-wide McGraw Hill: ELA curriculum and Bridges math curriculum. Students use Connect Ed, iXL and UFLI to support our curriculum. All students receive core ELA instruction for 90 minutes per day. All students receive core Math instruction for 90 minutes per day.

	All students receive differentiated ELA/Math instruction through our Intervention programs 25 minutes/day, 3-4 times per week. Tier 3 students are provided with 25 minutes/day of additional support in ELA and/or Math 3-4 days per week from Title 1/LAP staff.
Do	Progress Monitoring and Tiered System of Intervention
Study	During PLC time, Student Success Team Meetings and Staff Meetings, we analyze data to improve instruction and student performance. When analyzing student data, these factors are taken into consideration: • Attendance Rates • Poverty-Homeless • Discipline (Disaggregated data) • Counseling/Mental Health Needs • Special Needs (IEP/504) • Behavioral Challenges (Individualized Behaviors Plans developed and implemented)
Adjust	Academic Support: • Lessons are aligned to Common Core State Standards • Classroom Learning Targets are posted • Project Based Learning is implemented • Use of rubrics by students and teachers • Formative and Summative assessments are used to collect data • Data is collected to identify individual students' needs • Intervention is provided through Title 1/LAP, Special Education and General Education Support • Utilize interventions and screeners for therapy services Behavior Support: • Incentives are implemented to support positive behaviors (Bronco Tickets and Celebrations with the Principal) • Counseling support through Ritzville School District • Character Strong • WSU CLEAR Program College and Career Readiness: • Incorporate Xello with K-5 students Parent and Family Involvement: • Communicate with parents through Ritzville Grade School Monthly Newsletters, District Webpage, RGS Facebook page and Daily Planners • Lind-Ritzville Cooperative Site Team • Increase parent volunteers in the classroom • Fall/Spring Conferences • Curriculum/Classroom Information Night • Grandparents' Lunch

	• Donuts with Dudes • Fall Festival • Family Night • Ready Rosie • Raising a Reader • Boxtops • Kindergarten Screening Meetings • Child Find • Mobile Dental Screening • Vision, Hearing and Health Screenings • Muffins with Misses • Field Day • Field Trips
--	--

COMPONENT #4: COORDINATION AND INTERGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	By operating a schoolwide program, all students are eligible to receive Title 1 services. Title 1 services are supplemental to basic instruction. Funding allows us to serve more students with greater flexibility. We combine federal, state and local resources to provide a well-rounded educational program based on students' needs. By combining and strategically leveraging funds, we continue to build capacity to serve and meet the needs of all our students.
Do	Classroom teachers, Title 1/LAP intervention specialists, paraeducators and Special Education staff work together to address students' needs. Students in need of intervention are identified through our state, district and classroom assessment data as well as our Special Education referrals and 504's. Combining Title 1 Part A, LAP, LAP Poverty, Special Education and basic general education funds, allow us to meet the needs of all of our students.
Study	Analysis of our student achievement data, current intervention program data, discipline data, social/emotional data and parent input determines the effectiveness of our current supplemental services.
Adjust	Continue to leverage financial resources in order to build capacity to provide multi-tiered support to all of our students. Also, to provide Tier 3 support to all of our students at or below grade level in reading and/or math. See attached matrix.

Funding Matrix 2023-2024 for Ritzville Grade School

PROGRAM	AMOUNT AVAILABLE	How the intent and purpose of the program will be met.
Basic Education	\$777,774	To provide all students with instruction aligned to grade level specific standards.
Title I Part A	\$89,209	To provide all students the opportunity to receive a fair and equitable high quality education to close the achievement gaps.
Title II Part A	\$12,296	Preparing, training and recruiting effective teachers, principals and other school leaders.
Title IV	\$10,000	Student support and academic enrichment.
LAP	\$153,303	To coordinate the use of state Learning Assistance Program and ELM Hi Poverty Allocations.
Local Funds	\$63,539	Local Levy revenue may be combined in Schoolwide programs.
TOTAL-\$1,106,121		

Our goals:

Demonstrate growth in reading and mathematics achievement levels.
Demonstrate improvement in meeting student social-emotional health needs.



Our how:

Achieving Success...

- Continuation of the school theme: **Lead by example, Relentlessly, Motivated, which all leads to Success** to foster a culture of inclusion and perseverance to succeed.

Demonstrating Growth...

- Focus on standards/mastery-based learning.
- Student support through I-Ready reading individualized instruction, support classes, and small group instruction.

Improving Engagement...

- Hands-on, real world oriented, project-based instructional design for students.
- Bulldog period used for student assemblies and student voice forums.

Investing Resources...

- Use of district adopted curriculums.
- I-Ready professional development for staff.
- Mastery-Based Learning Collaborative trainings in person and virtual.

Increasing Involvement...

- In person parent events such as open house, parent night, and parent-teacher conferences.
- Virtual communication via Smore Bulldog Newsletters, Facebook, and the school website.

Our data:

Student SEL Surveys I-Ready and SBAC Assessments
Class-based Growth Data Staff Surveys
Parent Surveys Behavior Data

TITLE I, PART A SCHOOLWIDE PLAN	
Name of District/Building: Lind-Ritzville Middle School.	
Date: November 8th, 2023	
Demographics: The Lind-Ritzville Cooperative School District, which began in 2012-13, provides education for students, preschool through grade 12. Administrative offices are located in both communities as are the Elementary schools. The Lind-Ritzville High School is located on the Ritzville Campus and the Lind-Ritzville Middle School is located on the Lind campus. The School system works closely with the community resources and enjoys the support through volunteers and financial support. Many of the citizens from both communities come to concerts, assemblies, and extracurricular activities. The Middle school serves approximately 145 students grade 6-8. Approximately 8 students in the Migrant program, 13 English Language Learners, and 6 students receiving Special Education services. Mission: Lind-Ritzville students have the GRIT to achieve success through: • GROWTH: In scouring skills & knowledge. • RESILIENCE: In achieving short & long term goals. • INITIATIVE: To be confident risk takers. • TENACITY: To stay positive & follow through.	Vision: Administrators and Staff will prepare students for: Lifelong Learning, Rewarding Careers, and Responsible Citizenship BY EMBRACING: • Accountability • Adaptability • Academic Excellence. BY COMMITTING TO... • Achieving Success by ensuring all students acquire the knowledge & skills needed to succeed beyond graduation. • Demonstrating Growth by ensuring students consistently meet or exceed learning standards, graduate from High School and experience measurable post-secondary success. • Improving Engagement by creating customized, innovative learning experiences with high academic standards and relevance to the changing world. • Investing Resources by engaging in relevant, aligned, and practical professional development in order to optimize achievement and promote caring relationships. • Increasing Involvement by involving families and communities in promoting high levels of student achievement, respect, & pride in our schools.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	For the 2023-24 school year... SBA assessment data was gathered in the Spring of 2023 and will be used in analysis of if a students have hit their benchmark in ELA and Math. NWEA and I-Ready data were gathered and analyzed for growth for those who tested during the 2022-23 school year. Social emotional data was gathered in the form of an SEL survey to students and participation in Character Strong.. Math: • 72.3% of 6th graders are at grade level and/or have increased their RIT score by 13 points on the I-Ready math assessments. • 80.0% of 7th graders are at grade level and/or have increased their RIT score by 13 points on the I-Ready math assessments.

	52.7% of 8th graders are at grade level and/or have increased their RIT score by 13 points on the I-Ready math assessments. <u>ELA:</u> 53.2% of 6th graders are at grade level and/or have increased their RIT score by 5 points on the NWEA ELA assessments. 86.7% of 7th graders are at grade level and/or have increased their RIT score by 5 points on the NWEA ELA assessments. 69.4% of 8th graders are at grade level and/or have increased their RIT score by 5 points on the NWEA ELA assessment. <u>Social Emotional:</u> - Student Survey Data 77 students participated in the survey. 66% of students report liking coming to school. 88% of students report that staff care about students. 82% of students report feeling safe at school. 100% of students participated in Character Strong instruction. Student sub groups requiring focused intervention, based on data, are our English language learners, migrant, special needs, and low income students.
Do	The needs of the whole child will be addressed using the grade level band and schoolwide goals, which address the academic achievement and social/emotional needs of each child.. We have a curriculum in place to support each area including: I-Ready Math, McGraw-Hill Integrated Science, Holt-McDougal Ancient Civilizations and US History, Washington State History, and MyPerspectives ELA curriculum to meet the Common Core Standards. Through the use of collaborative practice, based on data and staff reflections, a PLC calendar was developed to provide PLC opportunities addressing areas of need around UDL, including PBL and SBG. Based on our area of needs we implemented improvement training on: Standards Based Learning, Student SEL needs, and collaboration of best practices addressing our targeted needs. We have a full time counselor to help address the growing SEL needs of our students. Math intervention is provided with a push in approach, using a paraprofessional. A paraprofessional is also used to help students who have been absent, have missing work or are struggling in the classroom. In addition we use a paraprofessional to help our students with special needs.
Study	After reviewing our data it was confirmed: <u>Strengths:</u> - There is a devotion towards students' academic success. - Students feel a sense of safety at school. - Students feel the staff cares about them. - Ability to identify and respond to individual student needs. - Focus on improving the social emotional learning of students. <u>Areas of Improvements:</u> - Improve communication between staff, parents, and students. - Focus on a positive and proactive approach to improving student behavior. - Vertical alignment of content areas with a focus on improving writing skills. - Improve our schoolwide approach towards standards-based grading. - Continue to work to improve the culture and climate of the school.

	Continue to work on building a “stronger” cultural community between Lind-Ritzville-Hatton
Adjust	Through the use of collaborative practice, based on data and staff reflections, a PLC and PD calendar was developed to provide PLC and PD opportunities addressing areas of need around UDL, including PBL and SBG. Based on our area of needs improvement training on: Standards Based Grading and improving the climate and culture of the building as our priority needs. We have adopted the diagnostic and individualized components of I-Ready English to further improve our mathematics education, which has an integrated intervention to help bridge the missing achievement gaps. We have also adopted McGraw-Hill for history along with upgrading our Washington state history to a current version, which includes an online learning component.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	During the use of Professional Learning Communities (PLC) the curriculum teams will collaborate about best practices to improve instruction. They will collect data using classroom assessments, I-Ready Assessments and SBA. Based on student progress toward mastery of standards, curriculum teams will devise a plan for instruction, using the Best Practice Menus and will create student groups of similar needs. Using the Seven Turnaround Principles Lind-Ritzville Middle School will: <u>Principle 1: School Leadership</u> - Ensure that teachers are effective and able to improve instruction by the use of TPEP, attending training, and use of evaluations. <u>Principle 2: Effective use of Staffing Practices and Procedures</u> - Providing teachers time during built-in PLC time focused on effective instruction and the school wide implementation of standards/mastery-based learning. <u>Principle 3: Effective Use of Time</u> - Utilize the school day with instructional opportunities for intervention within the school day. Providing students with additional time with the implementation of a student support class for intervention and enrichment. <u>Principle 4: Curriculum Assessment and Intervention Systems</u> - Strengthen the school's instructional program to include our core curriculum of ELA/Reading, Math, Integrated Science, and use Common Core Standards. The use of course profiles will further strengthen the scope and sequence of our instructional programs. <u>Principle 5: Effective Use of Data</u> - Use data to inform instruction for continuous improvement from NWEA ELA and I-Ready Math testing. <u>Principle 6: School Culture and Climate</u> - Establish a school environment that improves student achievement, school safety and student behavior. <u>Principle 7: Effective Family and Community Engagement</u> - Providing ongoing mechanisms for family and community engagement.
Do	As a result of our comprehensive needs assessment, the following goals have been developed for academic progress: Math: By May of 2024, 75% of the students will be at grade level and/or have increased 13 points on their I-Ready diagnostic assessment. ELA: By May of 2024, 75% of the students will be at grade level and/or have increased 15 points on the I-Ready diagnostic assessment. Social/Emotional: Following the CASEL Framework, LRMS Staff will deliver SEL lessons from various SEL focused curriculums with implementation to meet the CASEL Anchor Standards: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Goals will be measured by student and staff surveys, staff reflection, and principal observations.

Study	At the Middle School, we analyze our I-Ready and SBA assessment data from the previous year. We analyzed our strengths and weaknesses using collected data, such as observations and staff surveys. Lastly, we looked at the progress of our student groups based on ethnicity, Migrant status, ELL, SPED, homeless and economic status.
Adjust	<u>Math/ELA Action Steps:</u> • Continue the implementation of our I-Ready curriculum in math. Implementation of I-Ready diagnostic and individualized instruction components in ELA. • Professional development for teachers and support staff on using I-Ready and Standards/Mastery Based Learning. • Administer and analyze the I-Ready diagnostic assessment to provide built-in intervention within classrooms. • Students will have the opportunity to make corrections and retake assessments. • Project-Based Learning activities will be implemented to teach various standards. • Information will be chunked for better understanding of concepts. More time will be spent in class for practice of concepts. • Small group instruction will be used for ongoing instruction, interventions, and enrichment. • Use of various learning resources provided in Spanish. Use of ELL strategies as provided in professional development. • Communicate with parents about students' concerns. • Collaboration with teachers to discuss best practices. • Utilization of paraeducators for more individual support. • SBA practice activities will be utilized. • Differentiated instruction within the classroom. • Standard/Mastery Based Learning core values implemented throughout instruction. • Use of rubrics to identify student achievement level. <i>In addition to the goals for academics, Lind-Ritzville Middle School will incorporate the following programs to support student engagement and the social/emotional needs of our students.</i> <u>Social/Emotional Action Steps:</u> • Morning announcements • Do what matters announcement and board • Counselor tiered groups • Bulldog period: assemblies, student voice forums, and SEL lessons • Layered system of support; administration, counselor, teacher, and support staff • Continued implementation of our LRMS Theme: Lead by example, relentlessly motivated, which all leads to success. • Implementation of PBIS strategies and awards system. • Students of concern communication • Restorative justice with discipline • Community referral for in-house counseling • Camp Wooten • Student wellness surveys • Student behavior training for new teachers and paraprofessionals • TV slide show to build a sense of school community. <u>Parent Communication:</u> • Bulldog Newsletter through Smore • Monthly Menus • Presentations at the board meetings • Local Newspaper • District/School Web Pages • School Bulletin Boards • Spanish translations/interpretations as needed • Skyward access • Phone calls to parents/postcards mailed home • Report cards • Progress reports

	• Teacher/Parent Conferences • District/School Facebook Page • Parents/Student Handbook • Migrant/Bilingual parent meetings/PAC meetings • Attendance notification for absences • Blackboard Alert System <u>Parent Engagement:</u> • Back to school orientation (Open House) • Parents' night • District community nights • Skyward parent training • Vision, hearing, dental, & health screenings • Teacher/parent conferences in person and virtually <u>Community Resources:</u> • WISE Team • Integrated Health Care Services • Department of Youth Services • Adams County Sheriff - Office Space and LEAD Program
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	• We continue to use district adopted curriculums in McGraw-Hill integrated science, I-Ready math, and MyPerspectives ELA. The district will also be using the newly adopted McGraw-Hill for history and the newest version of Washington State History. • We will utilize a tiered approach based on our data identifying our specific student needs. • All students receive core ELA and Math instruction. In addition, push-in Math support is available to students along with pull out instructional options to provide additional support. • Our ELL/Migrant paraeducator works with priority students and are served throughout the week. • The school counselor provides social/emotional support for all students. • Provide equitable opportunities within the school day for all students. • Utilize 1:1 technology within the classroom settings. • We have intervention support within the classroom. • We have paraprofessionals who support learning recovery to help students complete missing work or aid in extra help in meeting their academic goals.
Do	To support and ensure mastery: • We use goal setting opportunities for students to track their growth on I-Ready testing. • Utilize 1:1 technology to benefit student growth in all subjects. • Students' goals are reviewed and shared with parents during student-led parent and teacher conferencing. • Social/Emotional growth is tracked through attendance, survey data, and behavior data. • Learning support is available for all students.
Study	During PLC and staff meetings we will study data to improve student performance. While looking at student data, there will be considerations to many factors including: • Attendance rates • Poverty/Homeless • Trauma informed • Counseling/Mental Health needs • Special Needs • English as a Second Language (ELL) • Use of 1:1 technology with the classroom

	- Behavioral Challenges (Interventions in Place/Motivators Determined) - Improving the school climate and culture - Standards/Mastery Based Learning
Adjust	Academic Support: - Lessons will be aligned to specific grade level power standards. - Learning targets will be posted. - Focus on formative assessments, strategies, and processes in daily lessons. - Use of rubrics in a universally designed standards/mastery based grading approach. - Identify students needing interventions through a collection of data. - Teachers focus on teaching academic vocabulary for their subject area. - Provide teacher training on ELL strategies to implement within the classroom. - Use of student technology within the classroom, including the newly updated sound systems and Promethean boards. Behavior Supports: - Implement SEL instructional opportunities at the Middle School as taught through our school counselor. - Utilize student leaders in the happenings at the school. - Use a discipline matrix to coordinate with new laws and distinct policies and procedures. - Use restorative justice strategies with rewards for positive behaviors, in regards to school discipline. - Use of the Do What Matters board to promote kindness in the school. - Bulldog Period assemblies, student voice forums, and SEL time. - Implementation of our school theme: <u>L</u>ead by example, <u>R</u>elentlessly, <u>M</u>otivated, which all leads to <u>S</u>uccess.
COMPONENT #4: COORDINATION AND INTEGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	With the coordination of local funds, special education funds, highly capable funds, and LAP poverty funds; we are able to serve more students with greater flexibility. We integrate federal, state, and local resources to provide a full educational program based on the needs of the students.
Do	Classroom teachers, paraeducator support, and special education work together (personal and materials) to address students' needs. Students in need of intervention are identified through assessments, grades, special education referral, 504 referral, and highly capable referral. The combining of LAP poverty, special education, highly capable, and basic funds allow us to meet the needs of all students.
Study	Reflection of our student achievement data, current intervention programs data, discipline data, social/emotional data, and parent data determines effectiveness of our current supplement services.
Adjust	Professional development for teachers and staff to better understand the support given to students through integration of services.

Lind-Ritzville High School
2023-24
School Improvement Plan One-Pager

2023-24 Needs Assessment Summary • Teacher evaluations will focus on Criterion 6: Using multiple student data elements to modify instruction and improve student learning. • Collaboration efforts to improve standards-based grading guidelines, reading and writing in the content areas, building Course Profiles, and parent and student communications. • Instructional improvements so that ALL students show growth on state assessments (SBA, WCAS, ASVAB, SAT) • Professional development efforts around clarity (in what students will learn), evidence (how student will show what they have learned), and feedback (the means by which a teacher informs the student)	Plan 
Do 	What Do We Plan to Do? • Work collectively to write individual and student growth goals that are specific, measurable, attainable, relevant, and timebound • Utilize PD and collaboration time to learn best practices and strategies, commit to implementing those strategies, and use collaboration time to review student work and results • Identify our learners who are struggling on state and local assessments • Utilize a PLC routine as a means to best utilize our time and look at results.
What Resources Will we Use to Create an Action Plan • Marzano's <i>The Art and Science of Teaching</i> as a tool to research teacher and student evidence for 6.1, 6.2, 6.3 • Use the Marzano Competency-Based Learning handbook as a reference for Mastery Based Learning work around increasing clarity, evidence, and feedback. • Reference Dufour's Four Questions • Formative Assessment and Standards-Based Grading: The Classroom Strategies Series • WCAS and SBA data results / NWEA scores	Study 
Act 	• Create three different SBL Guidelines documents for teachers, parents, and students to use as a reference of our united standards for grading. • Completing Classroom Profile documents for every class. • Grouping staff with similar evaluation choices together to collaborate on their work • Develop a measurable outcome for to celebrate around instruction, learning, and school climate. • Study and research proficiency scales and begin the adoption of the Marzano proficiency scale model. • Set SMART goals on creating student enthusiasm on state testing. • Increase flexibility in how we provide intervention support throughout the semester

Lind-Ritzville High School School Improvement 2023-2024 (Building Goals and Focused ELA, Math, Social Studies, CTE and Science Goals)		
Date Approved: November 27th, 2023		
Component #1: Needs Assessment		
Plan	For the 2023-24 school year, the staff met early in the school year and began looking at graduation rates, attendance rates, college and career readiness data, and graduation pathway data. This data along with results from Smarter Balanced Assessments in ELA and Math and WCAS results in science served as a good balance between our students' academic and social/emotional safety needs. The staff also reviewed last year's school improvement plan, along with SMART goals they wrote at the beginning of the 22-23 school year.	
Do	What will we do? The high school staff worked collectively by writing personal and individual growth goals for one of the Marzano Elements that are nested in Criterion 6: Using Multiple Data Elements to Modify Instruction and Improve Learning. The elements are 6.1, 6.2, and 6.3 Component 6.1: Designing Instruction Aligned to Assessment • Uses common assessments designed by their collaborative team to assess student learning • Designs instructional activities and assignments that are designed to help students learn the content that will be assessed • Modifies instruction based on assessment results • Differentiates instruction and assessments to meet students' individual learning needs Component 6.2: Using Multiple Data Elements • Differentiates instruction practices according to student needs • Differentiates assessment practices according to student needs • Mediates student learning based on what they know about how the brain learns and about students' cultural models	

	• Analyzes data from formal and informal assessments • Determines whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level • Modifies teacher-made assessments based on previous scores of students Component 6.3: Tracking Student Progress • Helps students track their individual progress on the learning goal • Uses formal and informal means to assign scores to students on the rubric depicting student status on the learning goal • Charts the progress of the entire class on the learning goal Every teacher writes a SMART goal as a PLC for their personal goal. This affords them the opportunity to work collaboratively on becoming proficient or distinguished in all three areas. The goal statement is below: SMART Goal: Based on Criterion 6 and components 6.1, 6.2, and 6.3 • I will (6.1) develop and implement instructional materials and strategies that are closely aligned with the formative and summative assessments used in my classroom during the 23-24 school year so that students can explain why they were assigned a specific grade on an assessment, and I can differentiate my instruction based on assessment results. • I will (6.2) use multiple formative and summative data elements during the 23-24 school year so that students are engaged in different instructional activities based on their needs and abilities and so that I modify teacher-made assessments based on previous scores of students and student interviews. • I will (6.3) provide opportunities for students to self-reflect and track progress toward learning goals so that I help students track their individual progress on the learning goal, uses formal and informal means to assign scores to students on the rubric depicting student status on the learning goal, chart the progress of the entire class on the learning goal. Actions: 1. Collaborate with peers to evaluate the effectiveness of my instruction on student learning (ongoing).	
--	---	--

2. Backwards design units of study; build course profiles
3. Work with my team to design common assessments and similar proficiency scales aligned to my activities

Evidence:

1. Differentiated assessment samples
2. PLC notes / student evidence / results
3. Student self-reflection learning logs

In addition to these goals, each **teacher created student growth goals** (SGG) and are using classroom based assessments and NWEA Assessment Data

- The CTE teachers will focus primarily on their individual standards and classroom-based assessments, but they will collectively work together on improving the students *21st Century Skills*;
 - Student Growth Goal Standards: Proficiency on priority standards for one entire class
 - Animal Science
 - Floral Design
 - Technology
 - Culinary Arts
- Foreign Language teacher will focus primarily on their individual standards and classroom-based assessments
 - Student Growth Goal Standards: Proficiency in speaking and understanding spoken Spanish.
- Language Arts teachers will focus primarily on their individual standards, classroom-based assessments, and NWEA data
 - Craft Thesis Statements and Structure Body Paragraphs
 - CCSS 9-10 W. 1a and 1b
- Social Studies teacher will focus primarily on their individual standards and classroom-based assessments (working with ELA PLC)
 - Craft Thesis Statements and Structure Body Paragraphs
 - CCSS 9-10 W. 1a and 1b
- The science teachers will focus primarily on their individual science standards and

	classroom based assessments. The science teacher will investigate the elements of the WCAS assessment, gaining a better understanding of the practices and crosscutting concepts students are evaluated on. ○ Student Growth Goal Standards: Applying the concepts of statistics and probability to explain the variation and distribution of expressed traits in a population (10th Grade Biology) ● The math teachers will focus primarily on their individual standards, classroom-based assessments, and interim assessments. ○ Student Growth Goal Standards: NWEA RIT Growth Goal 50 Percentile of Higher ○ Student Growth Goal Standards: Algebra I Concepts on NWEA. Projected RIT Growth Goal ● The physical education and health teachers will focus on improving cardio-respiratory endurance through CBA assessments																									
Study	After reviewing our SBA data from Spring 2023 testing, the staff confirmed our students need to improve in these areas (*): <table border="1"> <tr> <th colspan="3">10th SBA ELA</th></tr> <tr> <th>Data</th><th>Met L / R</th><th>Comments</th></tr> <tr> <td>All</td><td>53% / 68%</td><td></td></tr> <tr> <td>*Low Income</td><td>42% / 38%</td><td>Of Low Income Families Met</td></tr> <tr> <td>*Non-White</td><td>28% / 0%</td><td>Of Hispanic / Latino Families</td></tr> <tr> <td>SPED</td><td>53 / 0%</td><td></td></tr> <tr> <td>English Learners</td><td>25% / NS</td><td></td></tr> <tr> <td>Gender Female/Female</td><td>(L) 66% / 44%</td><td>Of Female Students / Of Male Students</td></tr> </table>	10th SBA ELA			Data	Met L / R	Comments	All	53% / 68%		*Low Income	42% / 38%	Of Low Income Families Met	*Non-White	28% / 0%	Of Hispanic / Latino Families	SPED	53 / 0%		English Learners	25% / NS		Gender Female/Female	(L) 66% / 44%	Of Female Students / Of Male Students	
10th SBA ELA																										
Data	Met L / R	Comments																								
All	53% / 68%																									
*Low Income	42% / 38%	Of Low Income Families Met																								
*Non-White	28% / 0%	Of Hispanic / Latino Families																								
SPED	53 / 0%																									
English Learners	25% / NS																									
Gender Female/Female	(L) 66% / 44%	Of Female Students / Of Male Students																								

	(R) 72% / 62%	
10th SBA Math		
Data	Met L / R	Comments
All	7% / 44%	
*Low Income	8% / 15%	Of Low Income Families Met
*Non-White	14% / 0%	Of Hispanic / Latino Families
SPED	6% / 0%	
English Learners	0% / NS	
Gender Female/Female	(L) 0% / 11% (R) 38%/ 50%	Of Female Students / Of Male Students
11th Grade Science WCAS		Comments
Data	Met	
All	50% / 57%	
Low Income	50% / 46%	Of Low Income Families Met
*Non-White	50% / NS	Of Hispanic / Latino Families
SPED	50% / 0%	

	<table> <tr> <td>English Learners</td><td>0% / NS</td><td></td></tr> <tr> <td>Gender Female/Female</td><td>(L) 100% / 20% (R)41% / 68%</td><td>Of Female Students / Of Male Students</td></tr> </table>	English Learners	0% / NS		Gender Female/Female	(L) 100% / 20% (R)41% / 68%	Of Female Students / Of Male Students	
English Learners	0% / NS							
Gender Female/Female	(L) 100% / 20% (R)41% / 68%	Of Female Students / Of Male Students						
Act	Through our use of Professional Learning Community time, our staff and building leaders created a professional development calendar to provide collaborative time, training, and reflection time to address our areas of improvement. We have built-in monthly intervention time on Fridays and ELA and Math Support classes, and a before and after school intervention program. Lastly, the staff is working this year to implement best practices in the area of standards based learning and grading, mastery-based learning, and culturally responsive and sustaining education. Outside of collaboration time, the principal, counselor, building leaders, and our newly hired intervention specialist coordinator will improve the CST system and other systems to support the action plans for each building goal we have developed. Those strategies are listed below. A communication plan will be developed to ensure all students and their families are aware not to schedule absences on the selected testing dates.							
Component #2: Schoolwide ELA, Math, and Science Reform Strategies								
Plan	During Professional Learning Communities (PLC) time ELA, Math and Science groups will determine the most essential standards for units of study in math, reading and/or writing, science, health and PE, and CTE courses. They will collect student data using classroom based assessments and other student evidence collected during the learning process. Based on student progress toward mastery of the standards, teams will use PLC time to devise a routine to get focused, review instructional strategies, build common formative assessments, and evaluate student results. The Lind-Ritzville High School will use the following questions outlined in Professional Learning Communities at Work to guide our PLC efforts: • What is it we want our students to learn? What knowledge, skills, and concepts do we expect them to acquire as a result of this course?							

	• How will we know if each student is learning each of the essential skills, concepts, and concepts we deem most essential? • How will we respond when some of our students do not learn? What process will we put in place so students get support? • How will we enrich and extend learning for students who are proficient?	
Do	As a result of our comprehensive needs assessment, the staff and building leaders created the following <i>academic proficiency goals for specific Math, Science and ELA learners</i>. The staff wrote these in the structure of a SMART goal: ELA, Math, Science: By the end of the 2023-24 school year, students who scored a L1 and/or L2 on the Spring 2023 math, ELA SBA, and/or science WCAS, will improve by 20% (this will move most L2 students to a L3) on their SBA and WCAS scores.	
Study	At Lind-Ritzville High School, the staff analyzed our SBAC reading and math scores, as well as our WCAS Data from the Spring of 2022-23. The staff will review 1st semester SGG data along with NWEA scores to establish student progress on various Common Core Standards . We reviewed the progress of our student groups based on ethnicity, migrant status, ELL, SPED, gender & economic status.	
Act	All PLC groups will be doing the following action steps to support their reform strategies: • Select priority standards which are most essential for students to learn/know/master in order to achieve success. These become the priority of the subject/course. • Unpack the standards, carefully analyzing and interpreting their meaning. • Continue to determine the Standards-Based grading practice, determining what activities serve as <i>standard-bearing activities</i> and which activities are considered <i>practice</i>. This is also where you create a scoring scale or rubric for the standards you are measuring. • Complete “course profiles” for themselves, students and parents.	

- Discuss and reflect on the use of new strategies to monitor comprehension and growth.
- Monitor CBA and NWEA data for improvement.
- Determine intervention needs such as after school tutoring and the use of the EL program.

Additional action steps broken down by PLC:

- **All staff will complete the following action steps:**
 - Collaborate with peers to evaluate the effectiveness of my instruction on student learning (ongoing).
 - **Design tools to enhance how students track their own progress on the teacher's proficiency standards for the formative and summative assessments.**
 - **Create assessments that clarify differentiation work, based on student feedback; provide more "at-bats" based on student performance on initial efforts on formative and summative assessments.**

CTE Action Steps:

- The group will identify standards within the 21st Century Skills, under the Life and Career Skills section, Productivity and Accountability.
- The group will research rubrics under the area of 'Managing Projects' and 'Producing Results'
- We will develop a student self-assessment tool for 21st Century Skills.
- We will assess weekly to show growth among students in the areas over the time period.
- Concurrently, we plan to provide project specific rubrics. The intent will be to show the correlation between improvement/growth in the 21st Century Skills resulting in a by product of improved project scores.
- Pre-assessment and reflection
 - SMART goal lesson
 - Develop SMART goals and project plan
 - Work on project
 - Weekly check-ins based on SMART goal and project plan
 - Post-assessment and reflection
 - Evaluate SMART Goal and project plan results

In addition to academic goals, Lind-Ritzville High School will incorporate the following strategies to

support parent engagement and support of the whole child:

Parent Communication:

The Smore Weekly Newsletter for Students, Staff, Parents

Parent Listening Sessions based on Survey Data

Lind-Ritzville High School Website

Monthly Newsletter with all academic, co-curricular, and extra-curricular events

Lind-Ritzville High School Facebook Page

Google Classroom Access for Parents

Presentation of SIP plan at School Board Meeting

Bulletin Boards

Reader board outside of school

Nudge letters for excessive absences

Nudge letters for academic interventions

After School Program reminders

Honeywell Alert System

Conferences

Progress Reports

504 and IEP Annual Reviews

Parent and Family Engagement

Freshman Orientation Parent Meetings

Senior Graduation Requirement Parent Meetings

Athletic Interest Survey

Handbook Policy Parent Review

Science Curriculum Review

FCCLA Blood Drive

Homecoming (Assembly and Dance)

Adam's County Job and Career Fair

FAFSA Night

Mandatory Parent Communication for Disciplinary Procedures

	Parent Guest Speakers/Money Matters Training Parent and Child Positive Mindset/Motivation Training Parent/Building Leadership Team--Beginning and End of Year SIP Plan Review and Evaluation	
Component #3 Activities to Ensure Mastery in Schoolwide Reform Strategies		
Plan	1. Our one-year plan is to focus on “demonstrating growth” and “Increasing Involvement” as our major focus for the year, and as a means to support an area of our district strategic plan. 2. The staff feels like we are at the standard in these areas. 3. The staff will use PLC best practices to increase collaboration efforts around students tracking their own progress, aligning learning activities to support improvements on formative and summative assessments 4. Using multiple data (feedback) elements to determine student needs, second and third opportunities to show proficiency. 5. The staff will identify one-two areas of improvement in how we increase student, parent and community involvement.	
Study	• We learned through our research that Standards-Based Learning & Mastery Based Learning ○ We will focus on three areas: CLARITY, EVIDENCE, FEEDBACK ○ Tracking student progress and monitoring its effect. The staff provides meaning to grades – Students understand why they receive each grade and the breakdown of how they did on each standard rather than receiving a vague letter with no explanation. ○ Keeps students and teachers accountable – With specific learning standards expected from the beginning of the class, the teacher knows, through the use of classroom profiles, what they are expected to teach. With the use of consistent formative assessments, teachers and students know how well they are doing on these learning targets and can adjust as needed to ensure proficient understanding by the end of the course. ○ Provides better feedback for improvement – With grades broken up into different learning standards, students can immediately see which areas of learning they need to improve upon. Teachers can also use this information to improve instruction; if they see that a majority of the class has a lack of understanding in one standard, they can focus	

	on that standard moving forward. ○ Provides information to differentiate instruction – With learning standards common to the class and frequent formative assessments, the teacher knows which students are at each level for each standard. Using this information, they can differentiate instruction and give different leveled assignments to different groups of students based at the proficiency level they are at. ○ Students become more self-motivated – With the goal of SBG being student mastery and understanding rather than getting the most points, students become more motivated to truly understand the material. The “Will this be graded?” question is slowly replaced with earnest questions to better understand the material. ○ Tracks Standards Mastery – With standards-based grading, teachers are able to focus their instruction and progress analysis around how students are mastering the content required for each standard. Tracking standards mastery helps instructors make sure they are adequately preparing students for the content that will be tested during the state test. We learned the following from our Strategic Plan Review this Fall during our PD and Collaboration Time: ● Staff is using standards-based methods but we are not consistent and are at the approaching standard level of proficiency for this goal. ● Staff completed one or two Course Profiles over the summer months and most want to continue the work, be provided time to continue the work ● Staff is happy with the Student and Parent SBL Grading Guidelines, but they believe it needs to be three different documents ● Staff believes we have made a lot of movement on creating a unified and equitable gradebook for LRHS We remain committed to these PLC outcomes: ● Focus on learning and collaboration ● Collective inquiry into best practices ● Learning by doing ● Commitment to continuous improvement ● Results oriented	
--	---	--

Act	To ensure mastery in our school improvement plan: • The staff will assess the impact our grading system is having on student learning. • The staff will establish measurements to determine if our work is making a difference in teaching and learning. • The staff will use course profiles to develop or use Marzano proficiency scales in their classrooms. • The staff will begin designing a profile of LRHS graduate, breaking that profile down into grade band segments (9th, 10th, 11th, and 12th) • The staff will determine a grading system that best communicates a student's proficiency on selected standards for every class	
Component 4: Coordination and Integration		
Plan	Lind-Ritzville High School will coordinate local funds, state, and federal funds to serve our students with greater flexibility. Our goals will always hinge on providing a full educational program based on the needs of our students.	
Do	We will use classroom teachers, paraprofessionals, special education support staff, building leaders, students and parents to address student needs. We will continue to coordinate all resources to provide all intervention needs (e.g., SPED assessments, IEPs, 504 plans, LAP, poverty, and basic education) of all students. All educators who provide services to participating students meet state certification requirements.	
Study	Review and reflection on our student achievement data, intervention program data, discipline data, and parent data so that we determine the effectiveness of our coordination and integration of services.	

Student Records

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools, and as required by law. All information related to individual students will be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records for which they have legitimate educational interests. When information is released in compliance with state and federal law, the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule, both of which are published on the Secretary of State's website at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.

Student records are the property of the district but will be available in an orderly and timely manner to students and parents. "Parent" includes the state Department of Social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading, or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district, permitting prospective employers to review the student's transcript. Parental or adult student consent will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

The superintendent or designee will establish procedures governing the content, management, and control of student records.

Cross References:

- 2100 - Educational Opportunities for Students with a Parent in the Military
- 3211 - Gender-Inclusive Schools
- 3520 - Student Fees, Fines, or Charges
- 4020 - Confidential Communications
- 4040 - Public Access to District Records
- 3115 - Students Experiencing Homelessness - Enrollment Rights and Services

Legal References:

- 42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
- 20 U.S.C. 1232g Family Education Rights and Privacy Act CFR 34 , Part 99 Family Education Rights and Privacy Act Regulations
- RCW 28A.150.510 Transmittal of education records to DSHS Disclosure of educational records Data

Commented [DV1]: WSSDA revised this model policy and procedure based on SB 5127 – Student Personal Information – Public Records Act Exemption. This legislation clarifies that the personal information of a child, currently or previously enrolled in a school district, contained in any records, including correspondence, is exempt from public disclosure requirements. Additionally, WSSDA removed language from this model policy based on HB 1536 – High School Diplomas – Withholding for Property Damage.

sharing agreements Comprehensive needs requirement
document Report.

RCW 28A.195.070 Official transcript withholding
Transmittal of information

RCW 28A.225.151 Reports.

RCW28A.225.330Enrolling students from other districts
Requests for information and permanent records
Withheld transcripts Immunity from liability
Notification to teachers and security personnel

Rules

RCW28A.230.120High school diplomas Issuance
Option to receive final transcripts Notice

RCW28A.230.180 Educational and career opportunities in the
military, student access to information on, when

RCW 28A.600.475 Exchange of information with law
enforcement and juvenile court officials Notification of
parents and students.

RCW 28A.605.030 Student education records Parental
review release of records Procedure.

RCW28A.635.060 Defacing or injuring school property
Liability of pupil, parent or guardian Withholding
grades, diploma, or transcripts Suspension and
restitution Voluntary work program as alternative
Rights protected

RCW40.24.030Address Confidentiality Program
Application Certification

Chapter 246-105 WACImmunization of child care and school
children against certain vaccine-preventable diseases

Chapter 392-172A WAC Rules for the provision of special
education

Chapter 392-182 WAC Student Health Records

Chapter 392-415-WACSecondary Education- standardized
high school transcript

WAC 181-87-093 Failure to assure the transfer of student
record information or student records

WAC 392-121-182 Alternative learning experience
requirements

WAC 392-122-228 Alternative learning experiences for
juvenile students incarcerated in adult jail facilities

WAC392-500-025Pupil tests and records Tests
School district policy in writing

42 CFR 2.14 Minor patients

RCW 9.02.100 Reproductive privacy Public policy

RCW 70.02.220 Sexually transmitted diseases Permitted
and mandatory disclosures

RCW 70.02.240 Mental health
services Minors Permitted disclosures

Chapter 246-105 WAC Immunization of child care and school children against certain vaccine-preventable diseases

Management Resources: 2018 - December 2018 - December Policy Issue
 Records Retention Schedule for School Districts and ESDs
 (updated 2014)
 2014 - December Issue
 2013 - February Issue
 2010 - February Issue
 2003 - December Issue
 2001 - April Issue

Adoption Date:

Classification: **Essential**

Revised Dates: **02.00; 12.03; 12.06; 02.10; 12.11; 02.13; 12.13; 12.14; 12.18;
07/01/2019; 06/28/2021; 12/16/2022; 07.23**

Student Fees, Fines, or Charges

The district will provide an educational program for the students as free of cost as possible.

The superintendent or designee may approve the use of supplementary supplies or materials for which a charge is made to the student so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere, or provide reasonable alternatives, and proper accounting is made of all money received by staff for supplies and materials.

The board delegates authority to the superintendent or designee to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the board regarding fee schedules. Arrangements will be made for the waiver or reduction of fees for students whose families, because of their low income, would have difficulty paying the full fee. For programs governed by the National School Lunch Act, the USDA Child Nutrition Program guidelines will be used to determine qualification for waiver. The superintendent or designee will establish a procedure for annually notifying parents of the availability of fee waivers and reductions, including eligibility information for free or reduced-price meals.

A student will be responsible for the cost of replacing any property belonging to others that are lost or damaged due to the student's negligence.

If any property of the district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, with the damages exceeding \$1,000, the district may withhold the diploma, but not the grades or transcripts, of the student responsible for the damage or loss for the earlier of either 5 years from the date of the student's graduation or until the amount owed is less than \$1,000. If the student and parent or guardian are unable to pay for the damages, the district shall provide a program of community service for the student in lieu of the payment of monetary damages. Community service completed must be credited at the applicable local or state minimum wage, whichever is greater. Upon completing community service that reduces the amount owed to less than \$1000, the student's diploma must be released.

The student or his/her parents or guardians may appeal the imposition of a charge for damages or fines. The student and his/her parents or guardians will be notified regarding the nature of the charge for damages or fines, whether the student's diploma may be withheld, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or his/her parents or guardians will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent or designee and board. When damages are in excess of \$100, the appeal process for long-term suspension will apply.

Cross References:

- 3241 - Student Discipline
- 2020 - Course Design, Selection and Adoption of Instructional Materials
- 3115 - Students Experiencing Homelessness - Enrollment Rights and Services
- 3231 - Student Records

Legal References:

- 42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act

Commented [DV1]: WSSDA revised this model policy/procedure based on HB 1536 – High School Diplomas – Withholding for Property Damage. This legislation limits school districts' authority to withhold a student's high school diplomas because the student lost or willfully damaged district property. Specifically, the legislation limits withholding a diploma to when damages exceed \$1,000 and requires school districts to release a student's withheld diploma after five years or until the amount owed is less than \$1,000, whichever is earlier. Additionally, the legislation provides that the district must credit the monetary value of a student's community service toward damages whatever minimum wage is greater, local or state. School districts must facilitate easy access to information about withholding diplomas and publish that information on their websites.

RCW 28A.220.040 Fiscal support Reimbursement to
school districts Enrollment fees Deposit
RCW 28A.225.330 Enrolling students from other districts
Requests for information and permanent records
Withheld transcripts Immunity from liability
Notification to teachers and security personnel
Rules
RCW 28A.320.230(f) Instructional materials
Instructional materials committee
RCW 28A.330.100 Additional powers of board
RCW 28A.635.060 Defacing or injuring school property
Liability of pupil, parent or guardian Withholding
grades, diplomas or transcripts Suspension and
restitution Voluntary work program as alternative
Rights protected
AGO 1965-66, #113 Districts - Schools - Fees Tuition -
Supplies Authority of school districts to charge tuition
fees or textbook fees
AGO 1973, No. 11 Districts - Schools - Tuition & Fees
Authority of school districts to charge various fees

Management Resources: 2019 - July Policy Issue
2018 - May Policy Issue
Policy News, June 1999 School Safety Bills Impact Policy

Adoption Date:

Classification: **Essential**

Revised Dates: **06.99; 08.06; 12.11; 05.18; 07/01/2019; 06/28/2021; 07.23**

Public Information Program

The district will strive to maintain effective two-way communication channels with the public. Such channels will enable the board and staff to interpret the school's performance and need to the community and provide a means for citizens to express their needs and expectations to the board and staff.

The superintendent or designee will establish and maintain a communication process within the school system and between it and the community. Such a public information program will provide for a district annual report, news releases at appropriate times, news media coverage of district programs and events, and regular direct communication between individual schools and the community members they serve. The public information program will also assist staff in improving their skill and understanding in communicating with the public.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses, and other such events or activities which may bring staff and citizens together. At times, board meetings may be scheduled at neighborhood schools. Survey instruments and/or questionnaires may be developed in order to gain a broad perspective of community opinion.

The board is a nonpartisan public body and will not endorse political candidates. Neither staff nor students will be asked to disseminate campaign materials from the schools nor will any of the district's facilities or communications services be used to disseminate such material.

The superintendent or designee will identify staff with significant public information responsibilities and establish guidelines for their work. The guidelines will address such matters as authority for making releases and the nature and content of bulletins to parents.

Staff Communications with the Public

Staff shares the responsibility for communicating and interpreting the district mission, its policies, programs, goals, and objectives to members of the community. Staff will perform their services and functions to the best of their ability and communicate with members of the community, parents, students, and other staff in a sincere, courteous and considerate manner. Staff will strive to develop and maintain cooperative school-community relations and to achieve the understanding and mutual respect that are essential to the success of the district.

Confidential information about students or other staff will be released only as permitted by law and district policies and procedures.

Public Health Information

The district will post a prominent link on its website's homepage and on each schools' homepage to information from the Department of Health that addresses substance use trends; overdose symptoms and response; and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition.

To keep students, families, and community members informed about available health resources, the district will make the information described above from the Department of Health accessible through internet-based communications (like the district's social media accounts) and through digital and nondigital communications. The district will post this information at least twice each school year.

Collection Of Disciplinary Data

The district will collect data on student disciplinary actions taken in each school, and the information will be available to the public on request. This information may not be personally identifiable, and will not include a student's name, address, or social security number.

District Annual Report

Commented [DV1]: WSSDA has revised this model policy/procedure to reflect HB 1230 – Schools – Public Health Information. This legislation requires school districts that maintain a website to post a prominent link on the district homepage, as well as the homepage of each school within the district, to information from the DOH about substance use trends, overdose symptoms and response, and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition. The legislation also requires school districts to make the DOH information accessible through the district's social media channels. The required information postings must occur at least quarterly

An annual district report addressing the activities of the district and the administration's recommendations for improvement of student learning and district operations will be prepared by the superintendent or designee and presented to the board as soon as possible after the close of each school year. Upon board approval, the report will be made available to the public and used as one means for informing parents and community members, the Office of the Superintendent of Public Instruction, and other districts in the area, of the programs and conditions of the district's schools. The district must ensure awareness of and compliance with certain statutory requirements as specified in [Policy 2106 \(Program Compliance\)](#). When the district is not in compliance, such deviations will be incorporated into the annual report.

Cross References: 4020 - Confidential Communications
 2106 - Program Compliance
 2121 - Substance Abuse Program
 2004 - Accountability Goals

Legal References: RCW 28A.150.230 District school directors
 responsibilities
 RCW 28A.655.100 Performance goals - Reporting
 requirements
 HB 1230 (2023) School-Public Health Information

Adoption Date:
Classification: **Encouraged**
Revised Dates: **10.00; 10/01/2011; 07.23**

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.

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 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.

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

Commented [DV2]: Which is in line with current legal statutes around public records requests

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:

LIND SCHOOL DISTRICT NO. 158
ADAMS COUNTY, WASHINGTON

PROPOSITION NO. 1 – REPLACEMENT EDUCATIONAL PROGRAMS
AND OPERATION LEVY

RESOLUTION NO. 23-24-01

A RESOLUTION of the Board of Directors of Lind School District No. 158, Adams County, Washington, providing for the submission to the voters of the District at a special election to be held on February 13, 2024, of a proposition authorizing an excess tax levy to be made annually for two years commencing in 2024 for collection in 2025 of \$641,000, and in 2025 for collection in 2026 of \$665,000, for the District's General Fund to pay expenses of educational programs and operation; designating the District's Business Manager and special counsel to receive notice of the ballot title from the Auditor of Adams County, Washington; and providing for related matters.

ADOPTED: NOVEMBER 27, 2023

This document prepared by:

*FOSTER GARVEY P.C.
1111 Third Avenue, Suite 3000
Seattle, Washington 98101
(206) 447-6264*

LIND SCHOOL DISTRICT NO. 158
ADAMS COUNTY, WASHINGTON

RESOLUTION NO. 23-24-01

A RESOLUTION of the Board of Directors of Lind School District No. 158, Adams County, Washington, providing for the submission to the voters of the District at a special election to be held on February 13, 2024, of a proposition authorizing an excess tax levy to be made annually for two years commencing in 2024 for collection in 2025 of \$641,000, and in 2025 for collection in 2026 of \$665,000, for the District's General Fund to pay expenses of educational programs and operation; designating the District's Business Manager and special counsel to receive notice of the ballot title from the Auditor of Adams County, Washington; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF LIND SCHOOL DISTRICT NO. 158, ADAMS COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Lind School District No. 158, Adams County, Washington (the "District"), takes note of the following facts and makes the following findings and determinations:

(a) Calendar year 2024 is the last year of collection of the District's current two-year General Fund educational programs and operation tax levy, which was authorized pursuant to Resolution No. 21/22-3, adopted by the Board on November 22, 2021, and approved by the voters at a special election held and conducted within the District on February 8, 2022.

(b) With the expiration of the District's current two-year General Fund educational programs and operation tax levy, it appears certain that the money in the District's General Fund for the school years 2024-2025, 2025-2026 and 2026-2027 will be insufficient to permit the District to meet the educational needs of its students and pay expenses of educational programs and operation not funded by the State of Washington, all as more particularly set forth in Section 3 of this resolution, during such school years, and that it is necessary that a replacement excess tax levy of \$641,000 be made in 2024 for collection in 2025 and \$665,000 be made in 2025 for collection in 2026 for the District's General Fund to provide the money required to meet those expenses.

(c) The District's proposed two-year General Fund educational programs and operation tax levy authorized in this resolution provides for approximately the same educational programs and operation purposes as the District's expiring two-year General Fund educational programs and operation tax levy.

(d) Pursuant to Article VII, Section 2(a) of the Washington Constitution and Revised Code of Washington ("RCW") 84.52.053, the District may submit to its voters at a special election, for their approval or rejection, a proposition authorizing the District to levy annual excess property taxes for support of (*i.e.*, to pay or finance) the District's educational programs and operation expenses.

(e) The District has received or, prior to the time the ballot proposition authorized in this resolution is submitted to the voters, the District will have received approval of its educational programs and operation tax levy expenditure plan from the Office of the Superintendent of Public Instruction under RCW 28A.505.240 as required by RCW 84.52.053(4), a copy of which is or will be on file with the District.

Section 2. Calling of Election. The Auditor of Adams County, Washington, as *ex officio* Supervisor of Elections (the “Auditor”), is requested to call and conduct a special election in the manner provided by law to be held in the District on February 13, 2024, for the purpose of submitting to the District’s voters, for their approval or rejection, a proposition authorizing a replacement General Fund educational programs and operation tax levy on all of the taxable property within the District (the assessed value of such representing 100% of true and fair value unless specifically provided otherwise by law) to be made annually for two years commencing in 2024 for collection in 2025 of \$641,000, the estimated dollar rate of tax levy required to produce such an amount being \$1.09 per \$1,000 of assessed value, and in 2025 for collection in 2026 of \$665,000, the estimated dollar rate of tax levy required to produce such an amount being \$0.99 per \$1,000 of assessed value, all in excess of the maximum tax levy allowed by law for school districts without voter approval. The exact tax levy rate and amount to be collected may be adjusted based upon the actual assessed value of the taxable property within the District and the limitations imposed by law at the time of the tax levy.

Section 3. Use of Taxes. If the proposition authorized by this resolution is approved by the requisite number of voters, the District will be authorized to levy the excess property taxes up to the amounts provided in this resolution to meet the educational needs of its students and pay expenses of educational programs and operation not funded by the State of Washington during the school years 2024-2025, 2025-2026 and 2026-2027, all as may be authorized by law and determined necessary by the Board. Pending the receipt of those taxes, the District may issue short-term obligations pursuant to chapter 39.50 RCW or contract indebtedness pursuant to RCW 28A.530.080. Upon receipt, the District may use those taxes to repay such short-term obligations or indebtedness, all as may be authorized by law and determined necessary and advisable by the Board.

[Remainder of page intentionally left blank]

Section 4. Form of Ballot Title. Pursuant to RCW 29A.36.071, the Adams County Prosecuting Attorney is requested to prepare the concise description of the aforesaid proposition for the ballot title in substantially the following form:

PROPOSITION NO. 1

LIND SCHOOL DISTRICT NO. 158

REPLACEMENT EDUCATIONAL PROGRAMS AND OPERATION LEVY

The Board of Directors of Lind School District No. 158 adopted Resolution No. 23-24-01, concerning a proposition to finance educational programs and operation expenses. This proposition would authorize the District to levy the following excess taxes, replacing an expiring levy, on all taxable property within the District, for support of the District's educational programs and operation expenses not funded by the State of Washington:

<u>Collection Year</u>	<u>Estimated Levy Rate/\$1,000 Assessed Value</u>	<u>Levy Amount</u>
2025	\$1.09	\$641,000
2026	\$0.99	\$665,000

all as provided in Resolution No. 23-24-01 and subject to legal limits on levy rates and amounts at the time of levy. Should this proposition be approved?

LEVY . . . YES ☐

LEVY . . . NO ☐

Section 5. Authorization to Deliver Resolution to Auditor and Perform Other Necessary Duties. The Secretary to the Board (the "Secretary") or the Secretary's designee is authorized and directed to: (a) present a certified copy of this resolution to the Auditor no later than December 15, 2023; and (b) perform such other duties as are necessary or required by law to submit to the District's voters at the aforesaid special election, for their approval or rejection, the proposition authorizing the District to levy excess property taxes for support of the District's educational programs and operation expenses.

Section 6. Notices Relating to Ballot Title. For purposes of receiving notice of the exact language of the ballot title required by RCW 29A.36.080, the Board hereby designates (a) the District's Business Manager (Kris Robbins), telephone: 509.677.3408; email: krobbins@lrschools.org; and (b) special counsel, Foster Garvey P.C. (Lee Marchisio), telephone: 206.447.6264; email: lee.marchisio@foster.com as the individuals to whom the Auditor shall provide such notice. The Secretary is authorized to approve changes to the ballot title, if any, determined necessary by the Auditor or the Adams County Prosecuting Attorney.

Section 7. Execution; General Authorization and Ratification. This resolution may be executed by the Directors being present and voting in favor of the resolution, or only the Chair of the Board (the “Chair”), and attested by the Secretary, in tangible medium, manual, facsimile or electronic form under any security procedure or platform, and notwithstanding any other District resolution, rule, policy or procedure, or in any other manner evidencing its adoption. The Secretary, the District’s Business Manager, the Chair and the District’s special counsel, Foster Garvey P.C., are hereby further severally authorized and directed to take such actions and to create, accept, execute, send, use and rely upon such tangible medium, manual, facsimile or electronic documents, records and signatures under any security procedure or platform, and notwithstanding any other District resolution, rule, policy or procedure, as in their judgment may be necessary or desirable to effectuate the provisions of this resolution. All actions taken prior to the effective date of this resolution in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 8. Severability. If any provision of this resolution is declared by any court of competent jurisdiction to be invalid, then such provision shall be null and void and shall be separable from the remaining provisions of this resolution and shall in no way affect the validity of the other provisions of this resolution, or of the levy or collection of excess property taxes authorized herein.

Section 9. Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Lind School District No. 158, Adams County, Washington, at a regular open public meeting held this 27th day of November, 2023.

LIND SCHOOL DISTRICT NO. 158
ADAMS COUNTY, WASHINGTON

Chair and Director

Vice Chair and Director

Director

Director

Director

ATTEST:

DONALD W. VANDERHOLM
Secretary to the Board of Directors

CERTIFICATION

I, DONALD W. VANDERHOLM, Secretary to the Board of Directors of Lind School District No. 158, Adams County, Washington (the “District”), hereby certify as follows:

1. The foregoing Resolution No. 23-24-01 (the “Resolution”) is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board of Directors of the District (the “Board”) held at its regular meeting place on November 27, 2023 (the “Meeting”), as that Resolution appears in the records of the District, and the Resolution is now in full force and effect; and

2. The Meeting was duly convened, held and included an opportunity for public comment, in all respects in accordance with law, a quorum of the members of the Board was present throughout the Meeting, and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 27th day of November, 2023.

LIND SCHOOL DISTRICT NO. 158
ADAMS COUNTY, WASHINGTON

DONALD W. VANDERHOLM
Secretary to the Board of Directors

RITZVILLE SCHOOL DISTRICT NO. 160-67
ADAMS AND LINCOLN COUNTIES, WASHINGTON

PROPOSITION NO. 1 – REPLACEMENT EDUCATIONAL PROGRAMS
AND OPERATION LEVY

RESOLUTION NO. 2023-001

A RESOLUTION of the Board of Directors of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington, providing for the submission to the voters of the District at a special election to be held on February 13, 2024, of a proposition authorizing an excess tax levy to be made annually for two years commencing in 2024 for collection in 2025 of \$1,131,300, and in 2025 for collection in 2026 of \$1,174,250, for the District's General Fund to pay expenses of educational programs and operation; designating the District's Business Manager and special counsel to receive notice of the ballot title from the Auditor of Adams County, Washington; and providing for related matters.

ADOPTED: NOVEMBER 27, 2023

This document prepared by:

*FOSTER GARVEY P.C.
1111 Third Avenue, Suite 3000
Seattle, Washington 98101
(206) 447-6264*

RITZVILLE SCHOOL DISTRICT NO. 160-67
ADAMS AND LINCOLN COUNTIES, WASHINGTON

RESOLUTION NO. 2023-001

A RESOLUTION of the Board of Directors of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington, providing for the submission to the voters of the District at a special election to be held on February 13, 2024, of a proposition authorizing an excess tax levy to be made annually for two years commencing in 2024 for collection in 2025 of \$1,131,300, and in 2025 for collection in 2026 of \$1,174,250, for the District's General Fund to pay expenses of educational programs and operation; designating the District's Business Manager and special counsel to receive notice of the ballot title from the Auditor of Adams County, Washington; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF RITZVILLE SCHOOL DISTRICT NO. 160-67, ADAMS AND LINCOLN COUNTIES, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington (the "District"), takes note of the following facts and makes the following findings and determinations:

(a) Calendar year 2024 is the last year of collection of the District's current two-year General Fund educational programs and operation tax levy, which was authorized pursuant to Resolution No. 2021-012, adopted by the Board on November 22, 2021, and approved by the voters at a special election held and conducted within the District on February 8, 2022.

(b) With the expiration of the District's current two-year General Fund educational programs and operation tax levy, it appears certain that the money in the District's General Fund for the school years 2024-2025, 2025-2026 and 2026-2027 will be insufficient to permit the District to meet the educational needs of its students and pay expenses of educational programs and operation not funded by the State of Washington, all as more particularly set forth in Section 3 of this resolution, during such school years, and that it is necessary that a replacement excess tax levy of \$1,131,300 be made in 2024 for collection in 2025 and \$1,174,250 be made in 2025 for collection in 2026 for the District's General Fund to provide the money required to meet those expenses.

(c) The District's proposed two-year General Fund educational programs and operation tax levy authorized in this resolution provides for approximately the same educational programs and operation purposes as the District's expiring two-year General Fund educational programs and operation tax levy.

(d) Pursuant to Article VII, Section 2(a) of the Washington Constitution and Revised Code of Washington ("RCW") 84.52.053, the District may submit to its voters at a special election, for their approval or rejection, a proposition authorizing the District to levy annual excess property taxes for support of (*i.e.*, to pay or finance) the District's educational programs and operation expenses.

(e) The District has received or, prior to the time the ballot proposition authorized in this resolution is submitted to the voters, the District will have received approval of its educational programs and operation tax levy expenditure plan from the Office of the Superintendent of Public Instruction under RCW 28A.505.240 as required by RCW 84.52.053(4), a copy of which is or will be on file with the District.

Section 2. Calling of Election. The Auditor of Adams County, Washington, as *ex officio* Supervisor of Elections (the “Auditor”), and the proper officer of the county to which the District belongs pursuant to chapter 28A.323 RCW, is requested to call and conduct a special election in the manner provided by law to be held in the District on February 13, 2024, for the purpose of submitting to the District’s voters, for their approval or rejection, the proposition authorizing a replacement General Fund educational programs and operation tax levy on all of the taxable property within the District (the assessed value of such representing 100% of true and fair value unless specifically provided otherwise by law) to be made annually for two years commencing in 2024 for collection in 2025 of \$1,131,300, the estimated dollar rate of tax levy required to produce such an amount being \$1.98 per \$1,000 of assessed value, and in 2025 for collection in 2026 of \$1,174,250, the estimated dollar rate of tax levy required to produce such an amount being \$1.83 per \$1,000 of assessed value, all in excess of the maximum tax levy allowed by law for school districts without voter approval. The exact tax levy rate and amount to be collected may be adjusted based upon the actual assessed value of the taxable property within the District and the limitations imposed by law at the time of the tax levy.

Section 3. Use of Taxes. If the proposition authorized by this resolution is approved by the requisite number of voters, the District will be authorized to levy the excess property taxes up to the amounts provided in this resolution to meet the educational needs of its students and pay expenses of educational programs and operation not funded by the State of Washington during the school years 2024-2025, 2025-2026 and 2026-2027, all as may be authorized by law and determined necessary by the Board. Pending the receipt of those taxes, the District may issue short-term obligations pursuant to chapter 39.50 RCW or contract indebtedness pursuant to RCW 28A.530.080. Upon receipt, the District may use those taxes to repay such short-term obligations or indebtedness, all as may be authorized by law and determined necessary and advisable by the Board.

[Remainder of page intentionally left blank]

Section 4. Form of Ballot Title. Pursuant to RCW 29A.36.071, the Adams County Prosecuting Attorney, as the county prosecuting attorney of the county within which the majority area of the District is located, is requested to prepare the concise description of the aforesaid proposition for the ballot title in substantially the following form:

PROPOSITION NO. 1

RITZVILLE SCHOOL DISTRICT NO. 160-67

REPLACEMENT EDUCATIONAL PROGRAMS AND OPERATION LEVY

The Board of Directors of Ritzville School District No. 160-67 adopted Resolution No. 2023-001, concerning a proposition to finance educational programs and operation expenses. This proposition would authorize the District to levy the following excess taxes, replacing an expiring levy, on all taxable property within the District, for support of the District's educational programs and operation expenses not funded by the State of Washington:

<u>Collection Year</u>	<u>Estimated Levy Rate/\$1,000 Assessed Value</u>	<u>Levy Amount</u>
2025	\$1.98	\$1,131,300
2026	\$1.83	\$1,174,250

all as provided in Resolution No. 2023-001 and subject to legal limits on levy rates and amounts at the time of levy. Should this proposition be approved?

LEVY . . . YES ☐

LEVY . . . NO ☐

Section 5. Authorization to Deliver Resolution to Auditor and Perform Other Necessary Duties. The Secretary to the Board (the "Secretary") or the Secretary's designee is authorized and directed to: (a) present a certified copy of this resolution to the Auditor and the Auditor of Lincoln County, Washington, no later than December 15, 2023; and (b) perform such other duties as are necessary or required by law to submit to the District's voters at the aforesaid special election, for their approval or rejection, the proposition authorizing the District to levy excess property taxes for support of the District's educational programs and operation expenses.

Section 6. Notices Relating to Ballot Title. For purposes of receiving notice of the exact language of the ballot title required by RCW 29A.36.080, the Board hereby designates (a) the District's Business Manager (Kris Robbins), telephone: 509.659.1660; email: kr Robbins@lrschools.org; and (b) special counsel, Foster Garvey P.C. (Lee Marchisio), telephone: 206.447.6264; email: lee.marchisio@foster.com as the individuals to whom the Auditor and the Auditor of Lincoln County, Washington, shall provide such notice. The Secretary is authorized to approve changes to the ballot title, if any, determined necessary by the Auditor or the Adams County Prosecuting Attorney.

Section 7. Execution; General Authorization and Ratification. This resolution may be executed by the Directors being present and voting in favor of the resolution, or only the Chair of the Board (the “Chair”), and attested by the Secretary, in tangible medium, manual, facsimile or electronic form under any security procedure or platform, and notwithstanding any other District resolution, rule, policy or procedure, or in any other manner evidencing its adoption. The Secretary, the District’s Business Manager, the Chair and the District’s special counsel, Foster Garvey P.C., are hereby further severally authorized and directed to take such actions and to create, accept, execute, send, use and rely upon such tangible medium, manual, facsimile or electronic documents, records and signatures under any security procedure or platform, and notwithstanding any other District resolution, rule, policy or procedure, as in their judgment may be necessary or desirable to effectuate the provisions of this resolution. All actions taken prior to the effective date of this resolution in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 8. Severability. If any provision of this resolution is declared by any court of competent jurisdiction to be invalid, then such provision shall be null and void and shall be separable from the remaining provisions of this resolution and shall in no way affect the validity of the other provisions of this resolution, or of the levy or collection of excess property taxes authorized herein.

Section 9. Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington, at a regular open public meeting held this 27th day of November, 2023.

RITZVILLE SCHOOL DISTRICT NO. 160-67
ADAMS AND LINCOLN COUNTIES,
WASHINGTON

Chair and Director

Vice Chair and Director

Director

Director

Director

ATTEST:

DONALD W. VANDERHOLM
Secretary to the Board of Directors

CERTIFICATION

I, DONALD W. VANDERHOLM, Secretary to the Board of Directors of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington (the “District”), hereby certify as follows:

1. The foregoing Resolution No. 2023-001 (the “Resolution”) is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board of Directors of the District (the “Board”) held at its regular meeting place on November 27, 2023 (the “Meeting”), as that Resolution appears in the records of the District, and the Resolution is now in full force and effect; and

2. The Meeting was duly convened, held and included an opportunity for public comment, in all respects in accordance with law, a quorum of the members of the Board was present throughout the Meeting, and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 27th day of November, 2023.

RITZVILLE SCHOOL DISTRICT NO. 160-67
ADAMS AND LINCOLN COUNTIES,
WASHINGTON

DONALD W. VANDERHOLM
Secretary to the Board of Directors

LIND SCHOOL DISTRICT NO. 158
ADAMS COUNTY, WASHINGTON

PROPOSITION NO. 2 – REPLACEMENT CAPITAL LEVY FOR
EDUCATIONAL TECHNOLOGY IMPROVEMENTS

RESOLUTION NO. 23-24-02

A RESOLUTION of the Board of Directors of Lind School District No. 158, Adams County, Washington, providing for the submission to the voters of the District at a special election to be held on February 13, 2024, of a proposition authorizing an excess tax levy to be made annually for two years commencing in 2024 for collection in 2025 of \$50,000 and in 2025 for collection in 2026 of \$50,000, for the District's Capital Projects Fund to support the modernization and remodeling of school facilities; designating the District's Business Manager and special counsel to receive notice of the ballot title from the Auditor of Adams County, Washington; and providing for related matters.

ADOPTED: NOVEMBER 27, 2023

This document prepared by:

*FOSTER GARVEY P.C.
1111 Third Avenue, Suite 3000
Seattle, Washington 98101
(206) 447-6264*

LIND SCHOOL DISTRICT NO. 158
ADAMS COUNTY, WASHINGTON

RESOLUTION NO. 23-24-02

A RESOLUTION of the Board of Directors of Lind School District No. 158, Adams County, Washington, providing for the submission to the voters of the District at a special election to be held on February 13, 2024, of a proposition authorizing an excess tax levy to be made annually for two years commencing in 2024 for collection in 2025 of \$50,000 and in 2025 for collection in 2026 of \$50,000, for the District's Capital Projects Fund to support the modernization and remodeling of school facilities; designating the District's Business Manager and special counsel to receive notice of the ballot title from the Auditor of Adams County, Washington; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF LIND SCHOOL DISTRICT NO. 158, ADAMS COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Lind School District No. 158, Adams County, Washington (the "District"), takes note of the following facts and makes the following findings and determinations:

(a) Calendar year 2024 is the last year of collection of the District's current two-year Capital Projects Fund technology tax levy, which was authorized pursuant to Resolution No. 21/22-4, adopted by the Board on November 22, 2021, and approved by the voters at a special election held and conducted within the District on February 8, 2022.

(b) The District's instructional programs and existing condition of educational technology equipment and infrastructure require the District to support the modernization and remodeling of school facilities, all as more particularly defined and described in Section 2 herein (collectively, the "Projects").

(c) With the expiration of the District's current two-year Capital Projects Fund technology tax levy, it appears certain that the money in the District's Capital Projects Fund will be insufficient to permit the District to pay costs of the Projects, and that it is necessary that a replacement excess tax levy of \$50,000 be made in 2024 for collection in 2025, and \$50,000 be made in 2025 for collection in 2026, for the District's Capital Projects Fund to provide the money required to pay those costs.

(d) The proposed two-year Capital Projects Fund technology tax levy authorized in this resolution will replace the District's expiring two-year Capital Projects Fund technology tax levy.

(e) Pursuant to Article VII, Section 2(a) of the Washington Constitution and Revised Code of Washington ("RCW") 84.52.053, the District may submit to its voters at a special election, for their approval or rejection, a proposition authorizing the District to levy annual excess property taxes to support (*i.e.*, to pay or finance) costs of the Projects.

(f) The best interests of the District's students and other inhabitants require the District to carry out and accomplish the Projects.

Section 2. Description of the Projects. The Projects to be paid for with the excess property taxes authorized herein are more particularly defined and described as follows:

(a) Acquiring, installing, implementing, upgrading and modernizing student and teacher technology devices and other educational technology equipment, infrastructure, systems and facilities, and making other improvements and upgrades to the District's technology systems and facilities, all to improve student access to technology, and all as determined necessary and advisable by the Board. The foregoing educational technology equipment, infrastructure, systems, facilities, improvements and upgrades shall be part of the District's integrated technology systems and facilities for instruction and research.

(b) Acquire, construct and install all necessary furniture, equipment, apparatus, accessories, fixtures and appurtenances in or for the foregoing, all as determined necessary and advisable by the Board.

(c) Pay costs associated with implementing the foregoing educational technology equipment, infrastructure, systems, facilities, improvements and upgrades, including, but not limited to, acquiring, constructing and installing hardware and licensing software, online applications and training related to the installation of the foregoing, all as determined necessary and advisable by the Board. Such costs constitute a part of the Projects and also include, but are not limited to, ongoing fees for online applications, subscriptions, or software licenses, including upgrades and incidental services, and ongoing training related to the use, installation and integration of these products and services, all as determined necessary and advisable by the Board. The hardware, software or applications shall be an integral part of the District's technology systems and facilities for instruction and research.

(d) Pay incidental costs incurred in connection with carrying out and accomplishing the Projects. Such incidental costs constitute a part of the Projects and include, but are not limited to: (1) payments for fiscal and legal costs; (2) costs of establishing and funding accounts; (3) necessary and related engineering, architectural, planning, consulting, permitting, inspection and testing costs; (4) administrative and relocation costs; (5) site improvement costs; (6) demolition costs; (7) costs related to demolition and/or deconstruction of existing school facilities to recycle, reclaim and repurpose all or a portion of such facilities and/or building materials; (8) costs of on and off-site utilities and road improvements; and (9) costs of other similar activities or purposes, all as determined necessary and advisable by the Board.

The Projects, or any portion or portions thereof, shall be acquired or made insofar as is practicable with available money and in such order of time as shall be determined necessary and advisable by the Board. The Board shall determine the application of available money between the various parts of the Projects so as to accomplish, as near as may be, all of the Projects. The Board shall determine the exact order, extent and specifications for the Projects. The Projects are to be more fully described in the plans and specifications to be filed with the District.

Section 3. Calling of Election. The Auditor of Adams County, Washington, as *ex officio* Supervisor of Elections (the “Auditor”), is requested to call and conduct a special election in the manner provided by law to be held in the District on February 13, 2024, for the purpose of submitting to the District’s voters, for their approval or rejection, the proposition authorizing a replacement Capital Projects Fund technology excess property tax levy on all of the taxable property within the District (the assessed value of such representing 100% of true and fair value unless specifically provided otherwise by law) to be made annually for two years commencing in 2024 for collection in 2025 of \$50,000, the estimated dollar rate of tax levy required to produce such an amount being \$0.13 per \$1,000 of assessed value, and in 2025 for collection in 2026 of \$50,000, the estimated dollar rate of tax levy required to produce such an amount being \$0.13 per \$1,000 of assessed value, all in excess of the maximum tax levy allowed by law for school districts without voter approval. The exact tax levy rate may be adjusted based upon the actual assessed value of the taxable property within the District at the time of the tax levy.

Section 4. Use of Taxes. If the proposition authorized by this resolution is approved by the requisite number of voters, the District will be authorized to levy the excess property taxes provided in this resolution to pay costs of the Projects, all as may be authorized by law and determined necessary and advisable by the Board. Pending the receipt of those taxes, the District may issue short-term obligations pursuant to chapter 39.50 RCW or contract indebtedness pursuant to RCW 28A.530.080. Upon receipt, the District may use those taxes to repay such short-term obligations or indebtedness, all as may be authorized by law and determined necessary and advisable by the Board.

Section 5. Sufficiency of Taxes. If the excess property taxes authorized herein are more than sufficient to carry out the Projects, or should state or local circumstances require any alteration in the Projects, the District may apply such taxes to other capital purposes, or reduce or eliminate the excess property tax levies authorized herein, all as the Board may determine by resolution and as permitted by law.

If the Board determines that it has become impractical to accomplish the Projects or any portion thereof by reason of state or local circumstances, including changed conditions or needs, regulatory considerations, incompatible development or costs substantially in excess of those estimated, or for any other reason determined by the Board, the District will not be required to accomplish such Projects and may apply the excess property taxes authorized herein or any portion thereof to other capital purposes of the District, or reduce or eliminate the excess property taxes authorized herein, all as the Board may determine by resolution and as permitted by law. In the event that the excess property taxes, plus any other money of the District legally available therefor, are insufficient to accomplish all of the Projects, the District may use the available money for paying the cost of that portion of the Projects that the Board determines most necessary and in the best interests of the District.

Notwithstanding anything in this resolution to the contrary, the excess property taxes authorized herein may be used only to support the construction, modernization or remodeling of school facilities.

Section 6. Form of Ballot Title. Pursuant to RCW 29A.36.071, the Adams County Prosecuting Attorney is requested to prepare the concise description of the aforesaid proposition for the ballot title in substantially the following form:

PROPOSITION NO. 2

LIND SCHOOL DISTRICT NO. 158

REPLACEMENT CAPITAL LEVY FOR EDUCATIONAL TECHNOLOGY
IMPROVEMENTS

The Board of Directors of Lind School District No. 158 adopted Resolution No. 23-24-02, concerning a proposition to finance educational technology improvements. This proposition would authorize the District to levy the following excess taxes, replacing an expiring levy, on all taxable property within the District, to acquire and install student and teacher technology devices and other technology equipment and infrastructure all to improve student access to technology:

<u>Collection Year</u>	Estimated Levy Rate/\$1,000	<u>Levy Amount</u>
	<u>Assessed Value</u>	
2025	\$0.13	\$50,000
2026	\$0.13	\$50,000

all as provided in Resolution No. 23-24-02. Should this proposition be approved?

LEVY . . . YES ☐

LEVY . . . NO ☐

Section 7. Authorization to Deliver Resolution to Auditor and Perform Other Necessary Duties. The Secretary to the Board (the “Secretary”) or the Secretary’s designee is authorized and directed to: (a) present a certified copy of this resolution to the Auditor no later than December 15, 2023; and (b) perform such other duties as are necessary or required by law to submit to the District’s voters at the aforesaid special election, for their approval or rejection, the proposition authorizing the District to levy annual excess property taxes to pay costs of the Projects.

Section 8. Notices Relating to Ballot Title. For purposes of receiving notice of the exact language of the ballot title required by RCW 29A.36.080, the Board hereby designates (a) the District’s Business Manager (Kris Robbins), telephone: 509.677.3408; email: krobbins@lrschools.org; and (b) special counsel, Foster Garvey P.C. (Lee Marchisio), telephone: 206.447.6264; email: lee.marchisio@foster.com as the individuals to whom the Auditor shall provide such notice. The Secretary is authorized to approve changes to the ballot title, if any, determined necessary by the Auditor or the Adams County Prosecuting Attorney.

Section 9. Execution; General Authorization and Ratification. This resolution may be executed by the Directors being present and voting in favor of the resolution, or only the Chair of the Board (the “Chair”), and attested by the Secretary, in tangible medium, manual, facsimile or electronic form under any security procedure or platform, and notwithstanding any other District resolution, rule, policy or procedure, or in any other manner evidencing its adoption. The Secretary, the District’s Business Manager, the Chair and the District’s special counsel, Foster Garvey P.C., are hereby further severally authorized and directed to take such actions and to create, accept, execute, send, use and rely upon such tangible medium, manual, facsimile or electronic documents, records and signatures under any security procedure or platform, and notwithstanding any other District

resolution, rule, policy or procedure, as in their judgment may be necessary or desirable to effectuate the provisions of this resolution. All actions taken prior to the effective date of this resolution in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 10. Severability. If any provision of this resolution is declared by any court of competent jurisdiction to be invalid, then such provision shall be null and void and shall be separable from the remaining provisions of this resolution and shall in no way affect the validity of the other provisions of this resolution or of the levy or collection of excess property taxes authorized herein.

Section 11. Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Lind School District No. 158, Adams County, Washington, at a regular open public meeting held this 27th day of November, 2023.

LIND SCHOOL DISTRICT NO. 158
ADAMS COUNTY, WASHINGTON

Chair and Director

Vice Chair and Director

Director

Director

Director

ATTEST:

DONALD W. VANDERHOLM
Secretary to the Board of Directors

CERTIFICATION

I, DONALD W. VANDERHOLM, Secretary to the Board of Directors of Lind School District No. 158, Adams County, Washington (the “District”), hereby certify as follows:

1. The foregoing Resolution No. 23-24-02 (the “Resolution”) is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board of Directors of the District (the “Board”) held at its regular meeting place on November 27, 2023 (the “Meeting”), as that Resolution appears in the records of the District, and the Resolution is now in full force and effect; and

2. The Meeting was duly convened, held and included an opportunity for public comment, in all respects in accordance with law, a quorum of the members of the Board was present throughout the Meeting, and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 27th day of November, 2023.

LIND SCHOOL DISTRICT NO. 158
ADAMS COUNTY, WASHINGTON

DONALD W. VANDERHOLM
Secretary to the Board of Directors

RITZVILLE SCHOOL DISTRICT NO. 160-67
ADAMS AND LINCOLN COUNTIES, WASHINGTON

PROPOSITION NO. 2 – REPLACEMENT CAPITAL LEVY FOR EDUCATIONAL TECHNOLOGY IMPROVEMENTS

RESOLUTION NO. 2023-002

A RESOLUTION of the Board of Directors of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington, providing for the submission to the voters of the District at a special election to be held on February 13, 2024, of a proposition authorizing an excess tax levy to be made annually for two years commencing in 2024 for collection in 2025 of \$50,000 and in 2025 for collection in 2026 of \$50,000, for the District's Capital Projects Fund to support the modernization and remodeling of school facilities; designating the District's Business Manager and special counsel to receive notice of the ballot title from the Auditor of Adams County, Washington; and providing for related matters.

ADOPTED: NOVEMBER 27, 2023

This document prepared by:

*FOSTER GARVEY P.C.
1111 Third Avenue, Suite 3000
Seattle, Washington 98101
(206) 447-6264*

RITZVILLE SCHOOL DISTRICT NO. 160-67
ADAMS AND LINCOLN COUNTIES, WASHINGTON

RESOLUTION NO. 2023-002

A RESOLUTION of the Board of Directors of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington, providing for the submission to the voters of the District at a special election to be held on February 13, 2024, of a proposition authorizing an excess tax levy to be made annually for two years commencing in 2024 for collection in 2025 of \$50,000 and in 2025 for collection in 2026 of \$50,000, for the District's Capital Projects Fund to support the modernization and remodeling of school facilities; designating the District's Business Manager and special counsel to receive notice of the ballot title from the Auditor of Adams County, Washington; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF RITZVILLE SCHOOL DISTRICT NO. 160-67, ADAMS AND LINCOLN COUNTIES, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington (the "District"), takes note of the following facts and makes the following findings and determinations:

(a) Calendar year 2024 is the last year of collection of the District's current two-year Capital Projects Fund technology tax levy, which was authorized pursuant to Resolution No. 2021-013, adopted by the Board on November 22, 2021, and approved by the voters at a special election held and conducted within the District on February 8, 2022.

(b) The District's instructional programs and existing condition of educational technology equipment and infrastructure require the District to support the modernization and remodeling of school facilities, all as more particularly defined and described in Section 2 herein (collectively, the "Projects").

(c) With the expiration of the District's current two-year Capital Projects Fund technology tax levy, it appears certain that the money in the District's Capital Projects Fund will be insufficient to permit the District to pay costs of the Projects, and that it is necessary that a replacement excess tax levy of \$50,000 be made in 2024 for collection in 2025, and \$50,000 be made in 2025 for collection in 2026, for the District's Capital Projects Fund to provide the money required to pay those costs.

(d) The proposed two-year Capital Projects Fund technology tax levy authorized in this resolution will replace the District's expiring two-year Capital Projects Fund technology tax levy.

(e) Pursuant to Article VII, Section 2(a) of the Washington Constitution and Revised Code of Washington ("RCW") 84.52.053, the District may submit to its voters at a special election, for their approval or rejection, a proposition authorizing the District to levy annual excess property taxes to support (*i.e.*, to pay or finance) costs of the Projects.

(f) The best interests of the District's students and other inhabitants require the District to carry out and accomplish the Projects.

Section 2. Description of the Projects. The Projects to be paid for with the excess property taxes authorized herein are more particularly defined and described as follows:

(a) Acquiring, installing, implementing, upgrading and modernizing student and teacher technology devices and other educational technology equipment, infrastructure, systems and facilities, and making other improvements and upgrades to the District's technology systems and facilities, all to improve student access to technology, and all as determined necessary and advisable by the Board. The foregoing educational technology equipment, infrastructure, systems, facilities, improvements and upgrades shall be part of the District's integrated technology systems and facilities for instruction and research.

(b) Acquire, construct and install all necessary furniture, equipment, apparatus, accessories, fixtures and appurtenances in or for the foregoing, all as determined necessary and advisable by the Board.

(c) Pay costs associated with implementing the foregoing educational technology equipment, infrastructure, systems, facilities, improvements and upgrades, including, but not limited to, acquiring, constructing and installing hardware and licensing software, online applications and training related to the installation of the foregoing, all as determined necessary and advisable by the Board. Such costs constitute a part of the Projects and also include, but are not limited to, ongoing fees for online applications, subscriptions, or software licenses, including upgrades and incidental services, and ongoing training related to the use, installation and integration of these products and services, all as determined necessary and advisable by the Board. The hardware, software or applications shall be an integral part of the District's technology systems and facilities for instruction and research.

(d) Pay incidental costs incurred in connection with carrying out and accomplishing the Projects. Such incidental costs constitute a part of the Projects and include, but are not limited to: (1) payments for fiscal and legal costs; (2) costs of establishing and funding accounts; (3) necessary and related engineering, architectural, planning, consulting, permitting, inspection and testing costs; (4) administrative and relocation costs; (5) site improvement costs; (6) demolition costs; (7) costs related to demolition and/or deconstruction of existing school facilities to recycle, reclaim and repurpose all or a portion of such facilities and/or building materials; (8) costs of on and off-site utilities and road improvements; and (9) costs of other similar activities or purposes, all as determined necessary and advisable by the Board.

The Projects, or any portion or portions thereof, shall be acquired or made insofar as is practicable with available money and in such order of time as shall be determined necessary and advisable by the Board. The Board shall determine the application of available money between the various parts of the Projects so as to accomplish, as near as may be, all of the Projects. The Board shall determine the exact order, extent and specifications for the Projects. The Projects are to be more fully described in the plans and specifications to be filed with the District.

Section 3. Calling of Election. The Auditor of Adams County, Washington, as *ex officio* Supervisor of Elections (the “Auditor”), and the proper officer of the county to which the District belongs pursuant to chapter 28A.323 RCW, is requested to call and conduct a special election in the manner provided by law to be held in the District on February 13, 2024, for the purpose of submitting to the District’s voters, for their approval or rejection, the proposition authorizing a replacement Capital Projects Fund technology excess property tax levy on all of the taxable property within the District (the assessed value of such representing 100% of true and fair value unless specifically provided otherwise by law) to be made annually for two years commencing in 2024 for collection in 2025 of \$50,000, the estimated dollar rate of tax levy required to produce such an amount being \$0.12 per \$1,000 of assessed value, and in 2025 for collection in 2026 of \$50,000, the estimated dollar rate of tax levy required to produce such an amount being \$0.12 per \$1,000 of assessed value, all in excess of the maximum tax levy allowed by law for school districts without voter approval. The exact tax levy rate may be adjusted based upon the actual assessed value of the taxable property within the District at the time of the tax levy.

Section 4. Use of Taxes. If the proposition authorized by this resolution is approved by the requisite number of voters, the District will be authorized to levy the excess property taxes provided in this resolution to pay costs of the Projects, all as may be authorized by law and determined necessary and advisable by the Board. Pending the receipt of those taxes, the District may issue short-term obligations pursuant to chapter 39.50 RCW or contract indebtedness pursuant to RCW 28A.530.080. Upon receipt, the District may use those taxes to repay such short-term obligations or indebtedness, all as may be authorized by law and determined necessary and advisable by the Board.

Section 5. Sufficiency of Taxes. If the excess property taxes authorized herein are more than sufficient to carry out the Projects, or should state or local circumstances require any alteration in the Projects, the District may apply such taxes to other capital purposes, or reduce or eliminate the excess property tax levies authorized herein, all as the Board may determine by resolution and as permitted by law.

If the Board determines that it has become impractical to accomplish the Projects or any portion thereof by reason of state or local circumstances, including changed conditions or needs, regulatory considerations, incompatible development or costs substantially in excess of those estimated, or for any other reason determined by the Board, the District will not be required to accomplish such Projects and may apply the excess property taxes authorized herein or any portion thereof to other capital purposes of the District, or reduce or eliminate the excess property taxes authorized herein, all as the Board may determine by resolution and as permitted by law. In the event that the excess property taxes, plus any other money of the District legally available therefor, are insufficient to accomplish all of the Projects, the District may use the available money for paying the cost of that portion of the Projects that the Board determines most necessary and in the best interests of the District.

Notwithstanding anything in this resolution to the contrary, the excess property taxes authorized herein may be used only to support the construction, modernization or remodeling of school facilities.

Section 6. Form of Ballot Title. Pursuant to RCW 29A.36.071, the Adams County Prosecuting Attorney, as the county prosecuting attorney of the county within which the majority area

of the District is located, is requested to prepare the concise description of the aforesaid proposition for the ballot title in substantially the following form:

PROPOSITION NO. 2

RITZVILLE SCHOOL DISTRICT NO. 160-67

REPLACEMENT CAPITAL LEVY FOR EDUCATIONAL TECHNOLOGY
IMPROVEMENTS

The Board of Directors of Ritzville School District No. 160-67 adopted Resolution No. 2023-002, concerning a proposition to finance educational technology improvements. This proposition would authorize the District to levy the following excess taxes, replacing an expiring levy, on all taxable property within the District, to acquire and install student and teacher technology devices and other technology equipment and infrastructure all to improve student access to technology:

	Estimated Levy Rate/\$1,000	
<u>Collection Year</u>	<u>Assessed Value</u>	<u>Levy Amount</u>
2025	\$0.12	\$50,000
2026	\$0.12	\$50,000

all as provided in Resolution No. 2023-002. Should this proposition be approved?

LEVY . . . YES ☐

LEVY . . . NO ☐

Section 7. Authorization to Deliver Resolution to Auditor and Perform Other Necessary Duties. The Secretary to the Board (the “Secretary”) or the Secretary’s designee is authorized and directed to: (a) present a certified copy of this resolution to the Auditor and the Auditor of Lincoln County, Washington, no later than December 15, 2023; and (b) perform such other duties as are necessary or required by law to submit to the District’s voters at the aforesaid special election, for their approval or rejection, the proposition authorizing the District to levy annual excess property taxes to pay costs of the Projects.

Section 8. Notices Relating to Ballot Title. For purposes of receiving notice of the exact language of the ballot title required by RCW 29A.36.080, the Board hereby designates (a) the District’s Business Manager (Kris Robbins), telephone: 509.659.1660; email: krobbins@lrschools.org; and (b) special counsel, Foster Garvey P.C. (Lee Marchisio), telephone: 206.447.6264; email: lee.marchisio@foster.com, as the individuals to whom the Auditor and the Auditor of Lincoln County, Washington, shall provide such notice. The Secretary is authorized to approve changes to the ballot title, if any, determined necessary by the Auditor or the Adams County Prosecuting Attorney.

Section 9. Execution; General Authorization and Ratification. This resolution may be executed by the Directors being present and voting in favor of the resolution, or only the Chair of the Board (the “Chair”), and attested by the Secretary, in tangible medium, manual, facsimile or electronic form under any security procedure or platform, and notwithstanding any other District

resolution, rule, policy or procedure, or in any other manner evidencing its adoption. The Secretary, the District's Business Manager, the Chair and the District's special counsel, Foster Garvey P.C., are hereby further severally authorized and directed to take such actions and to create, accept, execute, send, use and rely upon such tangible medium, manual, facsimile or electronic documents, records and signatures under any security procedure or platform, and notwithstanding any other District resolution, rule, policy or procedure, as in their judgment may be necessary or desirable to effectuate the provisions of this resolution. All actions taken prior to the effective date of this resolution in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 10. Severability. If any provision of this resolution is declared by any court of competent jurisdiction to be invalid, then such provision shall be null and void and shall be separable from the remaining provisions of this resolution and shall in no way affect the validity of the other provisions of this resolution or of the levy or collection of excess property taxes authorized herein.

Section 11. Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington, at a regular open public meeting held this 27th day of November, 2023.

RITZVILLE SCHOOL DISTRICT NO. 160-67
ADAMS AND LINCOLN COUNTIES,
WASHINGTON

Chair and Director

Vice Chair and Director

Director

Director

Director

ATTEST:

DONALD W. VANDERHOLM
Secretary to the Board of Directors

CERTIFICATION

I, DONALD W. VANDERHOLM, Secretary to the Board of Directors of Ritzville School District No. 160-67, Adams and Lincoln Counties, Washington (the “District”), hereby certify as follows:

1. The foregoing Resolution No. 2023-002 (the “Resolution”) is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board of Directors of the District (the “Board”) held at its regular meeting place on November 27, 2023 (the “Meeting”), as that Resolution appears in the records of the District, and the Resolution is now in full force and effect; and

2. The Meeting was duly convened, held and included an opportunity for public comment, in all respects in accordance with law, a quorum of the members of the Board was present throughout the Meeting, and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 27th day of November, 2023.

RITZVILLE SCHOOL DISTRICT NO. 160-67
ADAMS AND LINCOLN COUNTIES,
WASHINGTON

DONALD W. VANDERHOLM
Secretary to the Board of Directors

Lind-Ritzville Cooperative Schools is seeking applications from residents interested in being appointed to a committee to write the for/against statements for the Adams County Local Voters' Pamphlet related to the District's following ballot measures to be considered at the February 13, 2024 special election: (1) Proposition No. 1 (LIND) – Replacement Educational Programs and Operation Levy; (2) Proposition No. 2 (LIND) – Replacement Capital Levy for Educational Technology Improvements; (3) Proposition No. 1 (RITZVILLE) – Replacement Educational Programs and Operation Levy; and (4) Proposition No. 2 (RITZVILLE) – Replacement Capital Levy for Educational Technology Improvements. Interested residents should send their name, address, phone number, email address and which position they represent to Kris Robbins, Business Manager, Lind School District, PO Box 340, Lind, WA 99341 or via email at krobbins@lrschools.org by November 26, 2023. The Board will take action on the appointments at its November 27, 2023 regular board meeting.

Pro (for)/Con (against) Committee Member Appointment Form
for February 13, 2024 Election Date

Ballot
Measure
Information

name of jurisdiction/district

name of ballot measure (proposition number or description)

Committee
Member
Information

Committee advocating approval (pro/for)

committee spokesperson

address

city, state and zip

phone number

email address or fax number

committee member

address

city, state and zip

phone number

email address or fax number

committee member

address

city, state and zip

phone number

email address or fax number

Committee advocating rejection (con/against)

committee spokesperson

address

city, state and zip

phone number

email address or fax number

committee member

address

city, state and zip

phone number

email address or fax number

committee member

address

city, state and zip

phone number

email address or fax number

Submitter
Information

name of person submitting this form and title

phone number

date