

Lind-Ritzville Cooperative Schools
Regular Board Meeting – September 25, 2023 - 6:30 PM - LRMS Cafeteria
Finance Committee Meeting 6:00 PM - LRMS Cafeteria

LIND

1. Call to Order and Verification
2. Flag Salute
3. Approval August 28, 2023 Regular Board Meeting Minutes
4. Approval of Agenda
5. Consent Agenda
 - a. General Fund Accounts Payable - \$187,216.49
 - b. Transportation Cooperative Accounts Payable - \$96,662.82
 - c. Associated Student Body Fund Accounts Payable - \$3,383.28
 - d. Payroll for September 29, 2023 - \$372,101.70
 - e. Accept Recommendation of LRHS Boys JV Basketball Coach - Alan Field
 - f. Accept Recommendation of LRMS Volleyball Assistant Coach - Ann-Marie Saetre
 - g. Accept Recommendation of LRMS Boys Basketball Head Coach - John Galbreath
 - h. NON-SUBSTANTIVE REVISIONS BASED ON HB 1207: 2162 – Education of Students with Disabilities Under 504 3122 – Excused and Unexcused Absences 3225 – School-Based Threat Assessment 3241 – Student Discipline
 - i. Approval of the LRCS Strategic Plan

RITZVILLE

1. Call to Order and Verification
2. Approval August 28, 2023 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$288,975.67 & \$4,294.61
 - b. Transportation Cooperative Accounts Payable - \$96,662.82
 - c. Associated Student Body Fund Accounts Payable - \$10,345.35
 - d. Payroll for September 29 , 2023 - \$408,275.47
 - e. Accept Recommendation of LRHS Boys JV Basketball Coach - Alan Field
 - f. Accept Recommendation of LRMS Volleyball Assistant Coach - Ann-Marie Saetre
 - g. Accept Recommendation of LRMS Boys Basketball Head Coach - John Galbreath
 - h. NON-SUBSTANTIVE REVISIONS BASED ON HB 1207: 2162 – Education of Students with Disabilities Under 504 3122 – Excused and Unexcused Absences 3225 – School-Based Threat Assessment 3241 – Student Discipline
 - i. Approval of the LRCS Strategic Plan

JOINT ITEMS

6. Legislative Update
7. Reports to the Board
 - a. Students & School Program
 - i. Student Representatives' Report
 - ii. Principals' Report
8. Superintendent's Report
9. Public Comment
10. Policy Review & Emerging Issues
 - a. **Second Reading** 2230 - Transition to Kindergarten Program (Lind & Ritzville)
 - b. **Second Reading** 2190 - Highly Capable Programs (Lind & Ritzville)
 - c. **First Reading** 3207 & 3207P - Prohibition of Harassment, Intimidation, and Bullying of Students

- d. Policy Review- 3211 & 3211P - Gender Inclusive Schools
- 11. Finance
- 12. Other Reports-
- 13. Board Member Reports-
 - a. Board Workshop; Board protocol for complaints/concerns
- 14. Adjournment

Items for the next meeting:

**RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
August 28, 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 August 28, 2023. The following members were in attendance:

Ritzville School Board Members:	Reid Phillips, Chairman	Scott Carruth
	Greg Galbreath	Tia Kubik
	Erin Repp	

Lind School Board Members:	Adam Labes, Chairman	Greg Schmunk
	Jim Weidemann	

Ritzville Chairman Phillips called the Ritzville School Board meeting to order at 6:30 P.M.
Ritzville Chairman Phillips led the Pledge of Allegiance.

Ritzville Director Galbreath moved to approve the July 24, 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 Kubik moved to approve the agenda with the following change: remove item 10.e. Approval of Lind & Ritzville PSE contract LOA. Ritzville Director Carruth seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Carruth moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$77,418.58; Transportation Cooperative Accounts Payable -\$17,518.46; Associated Student Body Fund Accounts Payable -\$15,328.97; Payroll for August 31, 2023 - \$419,861.97; Accept Resignation of LRHS C Squad Boys Basketball Coach - Trevor Janz. Ritzville Director Galbreath seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

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

Lind Director Starring was excused. Lind Director Melcher was unexcused.

Lind Director Weidemann moved to approve the July 24, 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 with the following change: remove item 10.e. Approval of Lind & Ritzville PSE contract LOA. Lind Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Weidemann moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$52,177.00; Transportation Cooperative Accounts Payable -\$17,518.46; Associated Student Body Fund Accounts Payable -\$0; Payroll for August 31, 2023 - \$413,473.09; Accept Resignation of LRHS C Squad Boys Basketball Coach - Trevor Janz. 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 WA Quality Schools Coalition (EWQSC) are meeting weekly to discuss priorities for the 2024 legislative session. This will be a shorter session and are hoping for additional funding for transportation, SPED and counselors.

Superintendent Vanderholm shared he was a part of a Ritzville City Council meeting with Congresswoman McMorris-Rodgers. She heard concerns and thoughts on topics such as childcare and fentanyl. He also discussed with Adams County Development Council and the County Commissioner about possibly going together on hiring a grant writer.

Reports to the Board

Students & School Programs

Student Representative Report

Student Representative Kemper Smith and Addy Colbert gave an update on Link Crew Freshman Orientation and the Football Jamboree. Upcoming events at LRHS include the volleyball team's first match and a football game at Colfax.

Principals Report

CTE Teachers Andy Williams and Lori Sanderson shared the Lind-Ritzville FFA team's successes over the spring and summer. Three teams from Lind-Ritzville will be attending Nationals in October. This will be the second year in a row that Lind-Ritzville will have three teams competing at nationals. Mr. Williams said he appreciates the support through the years.

Building principals introduced new employees at the meeting, including LES Kindergarten Teacher Kristen Miller, RGS Transitional Kindergarten Teacher Nicole Shields, LRMS STEM Teacher Davis Hatch & LRHS Spanish & English Learner Teacher Angela Nelson.

Superintendent's Report

Superintendent Don Vanderholm reported on grant news, the district has received \$30,500 for Outdoor Education to be used for Camp Wooten expenses. Lind Elementary and Ritzville Grade School each received \$5,000 for inclusionary practices. Mr. Vanderholm said they received \$110,000 for MBLC for work in the middle and high school, which was reduced due to state funding.

Mr. Vanderholm updated the board on facilities, sharing that with help from the Bronc Boosters a new sound system was purchased and installed at the football field. They will be looking into Gilson Gym sound system needs. He will have a meeting with the Grounds/Maintenance Supervisor to discuss the fields in Lind and the possibility of replacing sprinkler heads with ones that have better pressure and range. Mr. Vanderholm also reported that a tech will be visiting to assess the ongoing lighting issue at the high school.

Superintendent Vanderholm spoke about the current LRCS Vision focus: Achieving Success by ensuring all students acquire the skills & knowledge needed to succeed beyond graduation. He stated this will be accomplished by implementing a post-secondary plan with grade level benchmarks that measure growth. Also by increasing learning programs and opportunities for College & Career preparation with an emphasis on CTE experiences and by developing career mentoring & internship opportunities. This work is in draft form and revisions will be ongoing throughout the school year.

Other items discussed was the Comprehensive Sexual Health Education survey that was completed in August, Mr. Vanderholm wondered why the state is asking for this data and what it will be used for. The district is coordinating with the general foreman for Asplundh (tree trimming contractor for AVISTA) to provide space for parking their vehicles at night. They will come and go after and before regular operating hours. The district also provided a space in the wrestling room for the sheriff's office to have their hand to hand training. Mr. Vanderholm asked the board if they would be interested in having a joint board meeting with EARH board to discuss the wellness center, a possible date in October.

Public Comment

After Ritzville Chairman Philips read the rules and regulations for public comment, Linda Erdman shared her concerns regarding the loss of two coaches, one teacher and four students due to the parent driven drama within high school athletics and the lack of discussion at any board meetings.

Policy Review & Emerging Issues

There was a first reading of Policy 2230 - Transition to Kindergarten Program.

There was a first reading of Policy First Reading 2190 - Highly Capable Programs.

Ritzville Director Repp moved for Approval of Out of Endorsement Teaching Assignments. Director Kubik seconded the motion. A voice vote was taken, with all present members voting aye. The motion carried.

Lind Director Schmunk moved for Approval of Out of Endorsement Teaching Assignments. Director Weidemann seconded the motion. A voice vote was taken, with all present members voting aye. The motion carried.

Ritzville Director Galbreath moved for Approval of LEA-REA CBA's (merged contract language). Director Repp seconded the motion. A voice vote was taken, with all present members voting aye. The motion carried.

Lind Director Weidemann moved for Approval of LEA-REA CBA's (merged contract language). Director Schmunk seconded the motion. A voice vote was taken, with all present members voting aye. The motion carried.

Financial Reports

Financial reports are reviewed at the finance meetings, held at 6:00 P.M. prior to the regular meeting. There were no further questions.

Other Reports – Nothing to report

Board Member Reports

Policy Review - Complaints Concerning Staff or Programs - 4220/4220P; Athletic Code- Appropriate Concerns to Discuss with Coaches Ritzville Director Repp opened the discussion on what the board's role is in handling complaints and what the interpretation is of this policy. Will be discussed further at the September board workshop how to handle different situations and procedure/process.

There being no further business, the Ritzville and Lind School Board meeting was adjourned at 7:38 p.m.

Chairman/Date

Chairman/Date

Secretary to the Board

HS JV Boys Basketball Hire

1 message

Dustan Arlt <darlt@lrschools.org>

Tue, Aug 29, 2023 at 9:34 AM

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

Hello-

I would like to recommend hiring Alan Field for the open HS JV boys basketball position. We opened this up before the summer. Alan helped me coach all summer with the team.

I was waiting to make sure he wanted to take the jump up from MS and also see what Trevor decided to do with his coaching position. Alan was our MS basketball boys head coach and assistant girls coach. He also coaches MS football and HS track.

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

Thanks,

Dustan



Jamie Nichols <jnichols@lrschools.org>

Coaching Hire

1 message

Dustan Arlt <darlt@lrschools.org>

Wed, Sep 6, 2023 at 11:11 AM

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

Hello-

Kris R and I have met with Ann-Marie Saetre about the MS volleyball assistant coach-c squad open position. I would like to recommend hiring Ann-Marie S. for this position. We currently have 35 girls out for MS volleyball.

She is a special ed teacher in Lind and also MS track head coach.

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

Thanks,

Dustan



Jamie Nichols <jnichols@lrschools.org>

Re: Coaching Hire

1 message

Dustan Arlt <darlt@lrschools.org>

Wed, Sep 13, 2023 at 8:42 AM

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

I have met with John Galbreath and assistant MS boys coach Dale Anderson. We would like to recommend John Galbreath for the open MS boys basketball head coach position.

John is a 1997 Ritzville grad that played college basketball at Big Bend CC and UC Riverside. He was the HS girls basketball head coach for 2 years about 10 years ago and has more recently coached the MS girls basketball team for a couple years. His wife is our HS Volleyball head coach. He is a local farmer.

Tina...John has coached in the district recently, so please just let me know what you need him to fill out or not?

Thanks,

Dustan

On Wed, Sep 6, 2023 at 11:11 AM Dustan Arlt <darlt@lrschools.org> wrote:

Hello-

Kris R and I have met with Ann-Marie Saetre about the MS volleyball assistant coach-c squad open position. I would like to recommend hiring Ann-Marie S. for this position. We currently have 35 girls out for MS volleyball.

She is a special ed teacher in Lind and also MS track head coach.

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

Thanks,

Dustan

Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated and provided with appropriate educational services. Students may be a qualified disabled person under this law even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act.

Section 504 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she:

- A. Has a physical or mental impairment that substantially limits one or more major life activities (such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and
- B. Is between the ages of 3 to 21 years old.

The superintendent or designee will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

Cross References: 2161 - Special Education and Related Services for Eligible Students
 3210 - Nondiscrimination
 3246 - Restraint, Isolation and Other Uses of Reasonable Force

Legal References: 42 USC 12101 et seq. Americans With Disabilities Act of 1990
 34 CFR Part 104 Section 504 of the Rehabilitation Act of 1973
 34 CFR Part 99 Family Educational Rights and Privacy Act
 RCW 28A.600.485 Restraint of students—Use of restraint or isolation specified in individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Summary of incidents of isolation or restraint—Publishing to web site
 RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973

Management Resources: 2016 - November Issue
 2014 - June Issue
 2011 - June Issue

Adoption Date:
Classification: **Essential**
Revised Dates: **06.11; 06.14; 11.16**

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Excused and Unexcused Absences

Definition of Absence

Absence from in-person learning

WAC 392-401-015 states the definition of an absence:

1. A student is absent from in-person instruction when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - i. Instruction; or
 - ii. Any instruction-related activity; or
 - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

Definition of absence from synchronous and asynchronous instruction

1. A student is absent from synchronous online instruction when the student does not log in to the synchronous meeting/class. (2) A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity. (3) Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.

Minimum Time for Being Considered Present

The District has authority to establish minimum thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The Superintendent will develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

Presence vs. Participation

Participation, such as turning video on and participating in discussion or chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

Absence from Asynchronous Instruction

Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent will develop a consistent and equitable approach that establishes what constitutes "evidence of participation." This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes "evidence of participation" should not be left to individual teachers.

Tardies

The District has the flexibility to determine what constitutes a tardy in synchronous online settings. The District differentiates a tardy from an absence (where the student does not attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition.

Daily attendance taking

The District will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of

truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

- A. Absences due to the following reasons are excused:
 1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
 2. Family emergency including, but not limited to, a death or illness in the family;
 3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
 4. Court, judicial proceeding, court-ordered activity, or jury service;
 5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
 6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
 7. Absence directly related to the student's homeless or foster care/dependency status;
 8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
 9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
 10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
 11. Absences due to a student's migrant status;
 12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and
 13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.
- B. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:
 1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
 2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
 3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
 4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

The District may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically,

either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in administrative procedure for an excused absence.
2. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent and that absence is not excused.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
4. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:
 - I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.
 - II. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
 - III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

6. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no earlier than the seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency removed pursuant to chapter 392-400 WAC;
 - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. Course of study activities do not include sending homework packets home.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences

WAC 392-401A-045 requires:

School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

- (a) Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- (c) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
- (d) A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
 - (i) A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
 - (ii) School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
 - (iii) Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
 - (iv) Referral to community-based organizations;
 - (v) Documentation of the attempts to reach student and family; and
 - (vi) Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress

Cross References: 3120 - Enrollment
3230 - Searches of Students and Student Privacy
3241 - Student Discipline
4218 - Language Access

Legal References: Chapter 28A.225 Compulsory school attendance and admission
RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
Chapter 392-401 WAC Statewide definition of absence for the 2020-21 school year

Management Resources: 2022 - June June
2020 - September Alert
2018 - August 2018 - August Policy Issue
2017 - July Policy Issue
2016 - July Issue
2015 - June Issue
2012 - December Issue
2011 - December Issue
Policy News, June 2001 More Tweaking of Becca Petitions

Adoption Date:

Classification: **Essential**

Revised Dates: **12.06; 06.11; 12.12; 06.15; 07.16; 07.17; 08/01/2018; 09/03/2020; 06/28/2021; 06/29/2022; 07.23**

School-Based Threat Assessment

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency removal, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including an emergency removal, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,
- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 – Student Discipline.

Function of Threat Assessment Team

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the district. The district provides the threat assessment team access to

educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district/school-based members and community resource/law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Policy 2145 – Suicide Prevention.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review and Reporting

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Other tasks of threat assessment team

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

Cross References:

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2145 - Suicide Prevention

2161 - Special Education and Related Services for Eligible Students

2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation

3143 - Notification and Dissemination of Information about Student Offenses and Noti

3231 - Student Records

3241 - Student Discipline

3432 - Emergencies

4210 - Regulation of Dangerous Weapons on School Premises

4310 - District Relationships with Law Enforcement and other Government Agencies

Legal References:

CFR 34, Part 99, Family Educational Rights and Privacy Act
Regulations

Chapter 28A.320 RCW

Chapter 28A.300 RCW

Adoption Date: **12.19**

Classification: **Essential**

Revised Dates: **12/01/2019; 12/22/2020; 07.23**

Student Discipline

Introduction/Philosophy/Purpose

The Boards of Lind-Ritzville Cooperative Schools focus on the educational achievement of each and every student. The Districts hold high expectations for all students and gives all students the opportunity to achieve personal and academic success. "Discipline" means any action taken by the school districts in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Boards intend that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees;

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and

property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the district superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills. The districts provide professional learning opportunities regarding PBIS, SEL, restorative justice practices, trauma-informed approaches, culturally responsive teaching, implicit bias and use data to identify needed teacher training to support district policy.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042](#)(1) and [CEDARS](#) Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level,

low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school with training and building leadership teams to provide needed support to:

- set at least one goal annually for improving equitable student outcomes;
- create an action plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

Distribution of policies and procedures

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

2121 - Substance Abuse Program
2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3122 - Excused and Unexcused Absences
3210 - Nondiscrimination
3244 - Prohibition of Corporal Punishment
3520 - Student Fees, Fines, or Charges
4210 - Regulation of Dangerous Weapons on School Premises
4218 - Language Access

Legal References:

42 U.S.C. 2000d et seq. Civil Rights Act of 1964
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
Chapter 392-400, WAC Pupils
WAC 392-190-048 Access to course offerings ☐☐☐ Student discipline
Chapter 28A.320, RCW Provisions applicable to all districts

Chapter 28A.600 RCW, Students

RCW 28A.400.110 Principal to assure appropriate student discipline Building discipline standards Classes to improve classroom management skills

RCW 28A.400.100 Principals and vice principals Employment of Qualifications Duties

Chapter 28A.225, RCW Compulsory school attendance and admission

RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching Scope Responsibilities Penalty

RCW 9A.41.280 Possessing dangerous weapons on school facilities Penalty Exceptions

Management Resources: 2019 - April Policy Alert
 2010 - June Issue
 2014 - August Issue
 2014 - December Issue
 2016 - July Policy Issue
 2018 - August 2018 - August Policy Issue

Adoption Date: **04.19**

Classification: **Essential**

Revised Dates: **02/25/2021; 07.23**

LIND-RITZVILLE

COOPERATIVE SCHOOLS

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

ALL STUDENTS ACQUIRE THE KNOWLEDGE & SKILLS NEEDED TO SUCCEED

DEMONSTRATING GROWTH

STUDENTS CONSISTENTLY MEET OR EXCEED LEARNING STANDARDS, GRADUATE AND EXPERIENCE SUCCESS.

IMPROVING ENGAGEMENT

INNOVATIVE LEARNING EXPERIENCES WITH HIGH ACADEMIC STANDARDS AND RELEVANCE.

INVESTING RESOURCES

PRACTICAL PROFESSIONAL DEVELOPMENT IN ORDER TO OPTIMIZE ACHIEVEMENT AND RELATIONSHIPS.

INCREASING INVOLVEMENT

INVOLVING FAMILIES & COMMUNITIES IN PROMOTING STUDENT ACHIEVEMENT

MISSION

*Lind-Ritzville students will have the **GRIT** to achieve success through:*



GROWTH

IN ACQUIRING SKILLS & KNOWLEDGE



RESILIENCE

IN ACHIEVING SHORT & LONG-TERM GOALS



INITIATIVE

TO BE CONFIDENT, CREATIVE RISK TAKERS



TENACITY

TO STAY POSITIVE & FOLLOW-THROUGH

What's Happening at LES

September 2023

We had a great start to the 2023-24 school year! All our teachers spent the first couple weeks teaching and practicing our school-wide expectations. This year we are utilizing the “big” gym for our 3rd-5th grade students and they are loving having the room to play their favorite PE games. Classroom teachers have completed all their fall assessments and spent a PLC Friday digging through the data and planning groups to support learning gaps for our students. During our intervention time we are able to support small groups of 3-4 students per adult. Teachers monitor the groups and their standards to ensure they are regularly changing as needed.

In June I reported that our biggest challenge we faced at LES last year was student apathy. The building leadership team brainstormed some ideas. We’ve revised our school-wide focus to Attitude, Character, and Effort. All three are things the students have control of. Teachers are using Character Strong lessons to support these three behaviors. We are challenging students to ACE each day by using a positive Attitude, exhibiting Character of a Bulldog, and giving their best Effort! We are also focusing on student growth. To promote pride and ownership we are going to recognize students for growth on their state and district assessments. In the classrooms teachers are focusing on helping students set goals and monitor their progress towards their goals. We are hoping by including students in more of their learning and celebrating them, their enthusiasm for learning will improve.

The building leadership team has provided me with a wishlist of staff training. Some include Science of Reading, Best Practice strategies to teach and support language development, how to support students flagged with dyslexia, Universal design for learning, and Bridges. I will be working these topics into our Friday PD’s.

What's Happening at RGS September 2023

We were able to spend the first weeks reviewing classroom and building procedures, including modeling the playground expectations during our first day assembly.

During September we have been doing our beginning of the year math screener, DRA reading screeners and NWEA map testing. This information will be used to determine intervention groups for the future and gives teachers great information on where to differentiate student instruction.

Our professional development has been focused on best practice ideas for Math and most recently Science, as we are using a new Science Program called Mystery Science.

The coaches from CLEAR (Washington State Program) were here on Friday and we are looking forward to their expertise in social emotional support for trauma informed practices. This is a great learning opportunity for our staff and students.

I appreciate the teamwork I have seen at RGS this fall with the implementation of our TK students. Everyday offers great opportunities for student learning!

This year has kicked off on a high note at LRMS. During our staff time together, in the afternoon on Fridays, we have worked to further develop the way we assess students and ensure consistency in that process through the use of rubrics. Our goal is to help create transparency in the feedback students receive in regards to their progress at meeting the standards being assessed by the assignment. In addition we have worked as a team to self assess our practices and develop a school-wide goal to continually strive to achieve perfection in our craft of educators. As a staff we wanted our goal to focus around the **L**ead by example, **R**elentlessly **M**otivated, which leads to **S**uccess theme. One of the components that ensures effective teaching is on fostering and managing a positive learning environment, which is what we chose as our focus. Through this goal we strive to further improve our practice to ensure meaningful, fun, engaging, and standards driven activities for our students.

In addition, I'd like to update you on some of our efforts to ensure students are receiving the support they need. We have begun using Mrs. Mary Hernandez to help our monolingual, English as a second language, and migrant students. She checks in with these students daily to ensure they stay on track with their grades and achieve overall success as a student. We also have Mrs. Dawne Lillard who serves as our math and social emotional support in the building. She helps track students and ensure those that are struggling receive the extra support necessary. Lastly, we have Mrs. Kelsey Labes who helps serve our special education students and create a more equitable experience for those students. Her job is to help ensure the supports are needed to get these kids on the same playing field.

If you have any questions don't hesitate to ask. My door is always open.



Don Walker

Principal

dwalker@lrschools.org

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507 North E St, Lind, WA 99341

Board Report 9/25/23
LRHS
Kevin Terris

At LRHS I have been focusing on getting our learning support services up and running.

- I purchased the ELA and Math curriculum for our special education courses in high school. Mrs Nelson and Mrs. Kessler will be receiving training on this curriculum that blends direct instruction, student consumables (textbooks students can write in), and digital resources. The ELA curriculum is Language Live! and the math curriculum is Trans Math 3.0
- Angela Nelson has been serving a new student who is a non-English speaker during her 4th Period EL class. She is also meeting with our EL student population one-on-one this month to review WIDA scores and build trusting relationships with students whom she does not teach. She will be pushing into classrooms routinely, along with working with students one-on-one in her classroom. She is also building Continuous Learning Plans for each EL student.
- Paul McNally began his work with progress monitoring our Freshman students as they transition into the high school routine. His work includes attendance and gradebook checks, one-on-one visits, goal setting, and parent notification. He is also an integral part of my child study team that meets weekly to develop solutions for students who are struggling academically at LRHS.
- Our math department has begun the process of comparing Smarter Balanced Math results with NWEA MAPS scores to cross reference low-achieving student scores for intensive additional math instructions and interventions.

Our professional development and collaboration time has been used well this month:

- Migrant 201 Training (this is state requirement training)
- Threat Assessment training with Jason McPherson from ESD 101
- TPEP Criterion Selection for Evaluations
- Our Ambitious Mastery Based Learning Plan for 23-24

It's been a good month of learning and getting our systems in place to support student learning in all directions.

Transition to Kindergarten Program

If the Lind-Ritzville Cooperative School districts operate a transition to kindergarten program, they will ensure that the programs serve eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

The Cooperative will consider the best practices pertaining to a transition to kindergarten program as developed in collaboration between the Office of Superintendent of Public Instruction and the Department of Children, Youth, and Families. The district may blend or co-locate a transition to kindergarten program with other early learning programs.

Eligibility, Recruitment, and Enrollment

The term "screening process and tools" means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

Children will be eligible to participate in the district's transition to kindergarten program as follows:

1. Based on a screening process and tool as defined above, the district has determined that the child would benefit from additional preparation for kindergarten; and
2. The child's age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.
 - a. The district has discretion to establish individualized exceptions for a student who turned 5 years old between June 1 and August 31 of the year they would be eligible by age to enter kindergarten under WAC 392-335-010 but who demonstrates need for additional preparation for kindergarten through a screening process and tool.

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

1. Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.
2. Give priority to children with the lowest family income, not otherwise participating in another local program.
3. Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.
4. Not charge tuition or other fees from state-funded eligible students for enrollment in a transition to kindergarten program.

Cross References: 3110 - Qualification of Attendance and Placement

Legal References: Chapter 28A.300 RCW
 WAC 392-425-010

Adoption Date: **09.23**
Classification: **Essential**
Revised Dates: ;

Prohibition of Harassment, Intimidation, and Bullying of Students

The board is committed to a safe and civil educational environment that is free from the harassment, intimidation, or bullying of any student. As defined in Chapter 28A.600 RCW (Students), "Harassment, intimidation or bullying" means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642.010, or other distinguishing characteristics, when the act:

- A. Physically harms a student or damages the student's property;
- B. Has the effect of substantially interfering with a student's education;
- C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy and accompanying procedure do not govern harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

Behaviors/Expressions

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors towards a student. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images directed toward a student.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

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

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying toward students. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions

Commented [DV1]: Based on House Bill 1207 – School Districts – Harassment, Intimidation, Bullying, and Discrimination, WSSDA has made substantive revisions to Essential model policy and procedure 3207/3207P – Prohibition of Harassment, Intimidation, and Bullying of Students, as well as to Encouraged model policy and procedure

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm a student for reporting harassment, intimidation, or bullying, being identified as a targeted student, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees who knowingly report or corroborate false allegations will be subject to appropriate discipline. However, students, or employees will not be disciplined for making a report in good faith.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and oversee policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

- Cross References:
- 2161 - Special Education and Related Services for Eligible Students

3205 - Sexual Harassment of Students Prohibited

3210 - Nondiscrimination

3211 - Gender-Inclusive Schools

3241 - Student Discipline

- Legal References:
- WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure

School districts.

RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures

Model policy and procedure

Training materials

Posting on web site

Rules

Advisory committee

Management Resources: 2019 - August Policy Alert
 2019 - July Policy Issue
 Office for Civil Rights Dear Colleague Letter: Responding to
 Bullying of Students with Disabilities (OCR 10/21/2014)
 2014 - December Issue
 2010 - December Issue
 2008 - April Issue
 2002 - April Issue

Adoption Date:
Classification: **Essential**
Revised Dates: **04.02; 10.07; 04.08; 12.10; 12.11;12.13; 12.14; 01.15; 07.19;
08/01/2019; 07.23**

Procedure - Prohibition of Harassment, Intimidation and Bullying of Students

A. Introduction

The Lind-Ritzville Cooperative School Districts strive to provide students with optimal conditions for learning by maintaining a school environment where every student is treated with respect and students are not physically or emotionally harmed.

In order to ensure respect, prevent harm, and improve school climate, it is a violation of district policy for a student to be harassed, intimidated, or bullied by other students in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying of a student or to whom such actions have been reported must take prompt and appropriate action to stop the harassment, intimidation, or bullying, prevent its reoccurrence, and report it to the building level administrator and/or district HIB Compliance Officer.

B. Definitions

Aggressor means a student who harasses, intimidates, or bullies another student.

Harassment, intimidation, or bullying means an intentional electronic, written, verbal, or physical act that:

1.

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

This procedure does not govern harassment, intimidation, or bullying toward or by an employee, volunteer, parent/legal guardian, or community member.

Retaliation occurs when a student is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, participating in an investigation, or being identified as a targeted student.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Commented [1]: Defining "Aggressor" RCW 28A.600.477 does not define the role of the aggressor and relates only to prohibiting harassment, intimidation, and bullying of any student. The investigation of a HIB complaint, as outlined in procedure 3207P is for the purposes of student-to-student HIB incidents. The definition of "aggressor" is updated to clarify that the HIB law and process should be used for student-to-student HIB only. For allegations involving a staff member, the school district's Human Resources Department must be involved so union representatives may be notified. These allegations will not be handled under the processes in 3207 and 3207P. Human Resources Departments must include consideration of Nondiscrimination laws, including WAC 392-190- 0555, and policies and procedures 3210/3210P – Nondiscrimination (for students), and 5010/5010P – Nondiscrimination (for employees). The Human Resources Department should work with your district's legal counsel to determine the appropriate complaint process and response.

Targeted Student means a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

Complainant means the person who has reported the harassment, intimidation, or bullying.

C. Behaviors/Expressions

"Harassment," "intimidation," and "bullying" are separate but related behaviors directed toward students. Although this procedure defines the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. RCW 28A.600.477 presents HIB as a broad and inclusive term and it is not meant to place undue emphasis on whether the behavior is "harassment," or "intimidation," or "bullying."

Harassment refers to any malicious act, which causes harm to any student's physical well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence toward a student. Bullying refers to unwanted aggressive behavior(s) by a student or group of students toward another student and that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted student including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

It is considered a violation of the state HIB law if any of the above behaviors are occurring.

D. Relationship to Other Laws

This procedure applies only to conduct toward students as reflected in RCW 28A.600.477 – Prohibition of Harassment, Intimidation and Bullying. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. RCW 28A.600.477 – Prohibition Harassment, Intimidation and Bullying
2. [RCW 28A.640.020 – Sexual Equality](#)
3. [RCW 28A.642 – Prohibition of Discrimination in Public Schools](#)
4. [RCW 49.60.010 – The Law Against Discrimination](#)

The district will ensure its compliance with all state laws regarding harassment, intimidation, or bullying of a student. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a student's membership in a legally protected class under local, state, or federal law.

E. Prevention

1. Dissemination

In each school and on the district's website, the district will prominently post information, as provided by OSPI, on reporting harassment, intimidation, or bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district HIB Compliance Officer. The district's policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that language provided by OSPI summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, and is posted on the district's website.

Additional distribution of the policy and procedure is subject to the requirements of chapter 392-405 WAC.

2. Education

Annually, students will receive age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based process.

3. Training

The district HIB Compliance Officer will participate in at least one mandatory training opportunity offered by OSPI. As feasible, the district's HIB Compliance Officer will attend annual training as a refresher course, particularly in the event that changes to the HIB law or

Commented [2]: Updated language regarding the definitions of harassment, intimidation, and bullying in the policy Current HIB law (RCW 28A.600.477) does not differentiate between the three terms: harassment, intimidation, and bullying. Instead, the statute defines HIB as a broad term that encompasses the potential actions under each of the behaviors. It is not an expectation that districts determine which of the three behaviors is occurring for the incident to be investigated or substantiated as a HIB complaint. The procedure for responding to a HIB complaint also does not vary based on which of the three actions is occurring.

process occur. Staff will receive annual training on the school district's policy and procedure, including at a minimum, staff roles and responsibilities, and the use of the district's Incident Reporting Form.

2. **Prevention Strategies**

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation, and bullying in schools.

F. **Compliance Officer**

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation, or bullying of a student. If any district staff member receives allegations in a written report of harassment, intimidation, or bullying that indicate a potential violation of Policy 3207, that staff member must promptly notify the district compliance officer;
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations;
4. Communicate with the school district's designated civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying of a student indicates a potential violation of the district's nondiscrimination policy [Policy 3210], or if during the course of an investigation, the district becomes aware of a potential violation of the district's nondiscrimination policy, the compliance officer must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy/procedure and the nondiscrimination policy/procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known that a written report or investigation or harassment, intimidation, or bullying involves a potential violation of the district's nondiscrimination policy;
5. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
6. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual training;
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
9. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx.
10. The district will provide updated names and contact information to OSPI after a change of the district's HIB Compliance Officer.

G. **Staff Intervention**

All staff members will intervene and report when witnessing or receiving reports of harassment, intimidation, or bullying of a student. Incidents that do not meet the definition of harassment, intimidation, or bullying, or conduct not directed toward a student may require no further action under this procedure, other than tracking, to ensure they are not repeated.

H. **Filing an Incident Reporting Form**

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying of a student. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

Any student or students who believe they have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying may report incidents verbally or in writing to any staff member.

Commented [3]: • Added clarity around investigations and reporting While the HIB Compliance Officer is the primary contact, most districts utilize a building administrator or designee for the first step in an investigation. The procedure is updated to reflect this allowance, noting that communication with the HIB Compliance Officer when a HIB complaint is received will help them fulfill their duty as required by law to oversee the process and ensure investigations are done accurately and in a timely manner.

Commented [4]: Clarification around process, reporting requirements, and technical assistance Over the course of the 2022–2023 school year, OSPI received numerous questions from districts and families about the current Harassment, Intimidation, and Bullying policy and procedure, demonstrating the potential need for clarification. It is the intent of OSPI and WSSDA for the model policies and procedures to outline a clear process that supports adequate reporting as well as fair and timely investigations.

The district must provide an incident report form to students, families, or staff, if requested.

I. Addressing Harassment, Intimidation, or Bullying – Reports

Step 1: Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal their identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose their identity (non-confidential).

Status of Reporter

1. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes, use online reporting processes, or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

2. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

3. Non-confidential

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation, or bullying of a student will attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, if the incident does not meet the definition of harassment, intimidation, or bullying, or if the conduct is not directed toward a student, no further action may be necessary under this procedure. If the parties involved are not satisfied with the attempt to resolve the situation, the staff member will notify the HIB Compliance Officer, the parties will be provided with a HIB Incident Report form, and given the opportunity to complete the form, thereby initiating the process for an official HIB investigation.

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying of a student will be recorded on a district Incident Reporting Form and submitted to the principal or designee, once recorded, the principal or designee must communicate with the district HIB Compliance Officer regarding the complaints.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying of a student will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying of a student, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. For allegations involving a staff member the Human Resources Department must be involved so union representatives can be notified. These allegations will not be handled under the processes in 3207 and 3207P. Human Resources Departments must include consideration of policy and procedure 3210 – Nondiscrimination of Students, policy and procedure 5010 –

Nondiscrimination and Affirmative Action, and other applicable policies and laws, including WAC 392-190-0555. The Human Resources Departments should work with their legal services to determine the appropriate complaint process and response.

3. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant, targeted student, and the alleged aggressor. If necessary, the district will implement a safety plan (<https://www.k1wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) for the student(s) involved. The plan may include changing seating arrangements for the complainant, targeted student, and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.

4. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
5. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, or bullying of a student. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
6. The investigation will include, at a minimum:
 - a. An interview with the complainant;
 - b. An interview with the targeted student, if different than the complainant;
 - c. An interview with the alleged aggressor;
 - d. A review of any previous complaints involving the complainant, the targeted student, or the alleged aggressor; and
 - e. Interviews with other students or staff members who may have knowledge of the alleged incident.
7. The principal or designee may determine that other steps must be taken before the investigation is complete.
8. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
9. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
 - a. The results of the investigation;
 - b. Whether the allegations were found to be factual;
 - c. Whether there was a violation of policy; and
 - d. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the

student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee will request assistance from the HIB compliance officer.

Step 4: Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to [district policy 3241](#), Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

Step 5: Complainant's Right to Appeal

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the complainant remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying of a student. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to [district policy and procedure 3241](#), Student Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure by not reporting harassment, intimidation, or bullying or not preventing retaliation, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of [WAC 181-87](#), commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student

Students found to have been subjected to harassment, intimidation or bullying will have

appropriate district support services made available to them, and the adverse impact of the harassment on the student will be addressed and remedied as appropriate.

J. Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying of a student. Retaliation is prohibited and will result in appropriate discipline.

K. Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation, or bullying of a student. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law.

L. For questions or more information, students and families can reach out to the following state or federal agencies:

- OSPI Equity and Civil Rights Office (for discrimination complaints)
360.725.6162
Email: equity@k12.wa.us
<https://www.k12.wa.us/policy-funding/equity-and-civil-rights>
- Washington State Human Rights Commission
800.233.3247
www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
206.607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/
- Office of the Education Ombuds
866.297-2597
Email: OEInfo@gov.wa.gov
<http://oeo.wa.gov/>
- OSPI Safety Center
Email: Schoolsafety@k12.wa.us
360.725-6068
<https://www.k12.wa.us/student-success/health-safety/school-safety-center>

M. Other District Policies and Procedures

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation, or bullying as defined in this procedure but which are, or may be, prohibited by other district or school rules.

Adoption Date:

Classification: **Essential**

Revised Dates: **04.02; 04.08; 12.10; 12.11; 12.14; 01.15; 07.19; 08/01/2019; 07.23**

Gender-Inclusive Schools

The boards believe in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex. To that end, the boards recognize the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the districts' responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI

This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

Cross References: 2145 - Suicide Prevention
 3207 - Prohibition of Harassment, Intimidation, or Bullying
 3210 - Nondiscrimination
 3231 - Student Records

Legal References: RCW 28A.642 Discrimination Prohibition
 20 U.S.C. 1232g, 34 C.F.R., Part 99 - Family Education
 Rights and Privacy Act

Management Resources: 2019 - July Issue
 2014 - December Issue
 2013 - December Issue
 Prohibiting Discrimination in Washington Public Schools -
 OSPI Guidelines for school districts to implement Chapters
 28A.640 and 28A.642 RCW and Chapter 392-190 WAC
 (February 2012)

Adoption Date: March 23, 2020
Classification: Essential
Revised Dates: **12.13; 12.14; 07.19**

Gender Non-Discrimination

Purpose

This procedure guides an inclusive approach towards transgender and gender-expansive students by facilitating a learning environment that is safe and free of discrimination for all students in compliance with RCW 28A.642.080 and in accordance with other state and federal non-discrimination and equal opportunity laws.

Scope

This procedure applies to the Superintendent, administrators, staff, students, parents, guardians, volunteers and community members in their conduct connected to Lind-Ritzville Cooperative Schools.

Procedure

1. This procedure is developed in accordance with the requirements of Policy 3211 and RCW 28A.642.080 and is intended to incorporate the mandatory components of the Washington State School Directors' Association (WSSDA) model procedure, which can be found on the Office of the Superintendent of Public Instruction (OSPI) website (<https://www.k12.wa.us/>).
2. Discrimination or harassment, intimidation, or bullying based on gender, gender identity, or gender expression is prohibited in any program or activity conducted by or on behalf of the school district, including educational, recreational, athletic, extracurricular, preschool, adult education, community education, and vocational-technical programs.

3. DEFINITIONS

For purposes of this procedure, the district uses the term “transgender” to be inclusive of gender-expansive, gender transitioning, gender expression, and gender identity, to incorporate the concept that students may not fully connect with the sex assigned to them at birth, while recognizing that the protections herein are available to all students. Additional terms and definitions can be found on the OSPI website.

4. STUDENT SUPPORT

- 4.1. The principal or designee is encouraged to meet with a transgender student upon the student's enrollment in the district or in response to a currently enrolled student's changing gender status to help alleviate apprehensions, and address individual student needs, requested accommodations, and any concerns for day-to-day routines.
- 4.2. The student is not required to attend a meeting as a condition of being provided the protections to which the student is entitled under Policy 3211, this procedure, or state and federal laws regarding gender.

5. NAMES AND RECORDS

- 5.1. An appropriate school employee will privately ask known transgender students how they would like to be addressed in class, in correspondence or communications to the student's home, and at conferences with the student's parents or guardians. To the

extent practicable, that information will be included in the electronic student record system to inform teachers and staff of the name and pronoun by which to address the student, with legal name(s) available only on a need-to-know basis within the district. The preferred name and pronoun information may also be communicated directly with staff to facilitate the use of proper names and pronouns.

- 5.2. Student(s) are not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. The school must use the name and gender by which the student identifies on all records where these items are used (except the official transcript), including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, and directory information.
- 5.3. The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status.
- 5.4. Student(s)' official records regarding legal name or gender designation can be changed upon receipt of any appropriate documentation as mandated by OSPI, which includes court orders, changes shown on state or federally issued identification, or common-law documentation.
- 5.5. The district will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

6. CONFIDENTIAL INFORMATION

- 6.1. Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information or otherwise be protected by the regulations of the Washington State Human Rights Commission. Disclosing this information to other students, to the student's parents, staff who do not need to know, or other third parties, may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99).
- 6.2. School employees should not disclose a student's transgender status to others, including the student's parents or other school personnel, unless it is legally mandated, or the student has authorized such disclosure.

7. FACILITY ACCESSIBILITY

- 7.1. Students will be allowed to use the restroom that corresponds to their gender identity. No student will be required to use a facility that conflicts with their gender identity.
- 7.2. Any student—regardless of gender identity—who requests greater privacy will be given access to an alternative restroom. A student will not be required to use an alternative facility because of their transgender status.

- 7.3. Use of locker rooms will be assessed on a case-by-case basis, considering current facilities and scheduling needs, with the goal of maximizing transgender student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities, and ensuring the student's student safety.
- 7.4. The district will conform to OSPI's guidelines. Reasonable alternatives to locker room conditions **for any student who wants additional privacy**, regardless of gender, include, but are not limited to:
- (a) **Use of a private area** (for example, nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby single user restroom).
 - (b) **A separate changing schedule (i.e., utilizing the locker room before or after the other students).**
- 7.5. The school will provide reasonable accommodations necessary to allow the student to keep their transgender or gender-expansive status private. **No student will be required to use a locker room that conflicts with his or her gender identity.**

8. CLASSES AND ACTIVITIES

- 8.1. The district will provide all students, including transgender and gender-expansive students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity. A student may seek review of his or her eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).
- 8.2. The district will allow students to dress and participate in school activities that may be separated by gender in a manner that is consistent with their gender identity and/or gender expression and under the same conditions and rules applicable to all students.

9. DESIGNATED CONTACT, TRAINING AND PROFESSIONAL DEVELOPMENT

The district will designate one person, who will participate in one OSPI training when available, to be the primary contact regarding this policy and procedure. The primary contact's information is available on the district's website or by contacting the district Administrative Offices at (509) 659-1660 (Ritzville) or (509) 677-3481 (Lind). OSPI encourages training of staff members to ensure compliance with this procedure.

10. COMPLAINTS

Anyone believing there has been a violation of this procedure, and students alleging that they are being or have been harassed, intimidated, or bullied on the basis of their gender identity or expression, should use the complaint process described in Procedure 3210P-Nondiscrimination.

Supporting Documentation

N/A

Document History

Action:	Date:
New	March 23, 2020
Revised	
Revised	
Revised	

RCW 28A.642.080**Transgender student policy and procedure.**

(1)(a) By January 31, 2020, each school district must adopt or amend if necessary policies and procedures that, at a minimum, incorporate all the elements of the model transgender student policy and procedure described in subsection (3) of this section.

(b) School districts must share the policies and procedures that meet the requirements of (a) of this subsection with parents or guardians, students, volunteers, and school employees in accordance with rules adopted by the office of the superintendent of public instruction.

(c)(i) Each school district must designate one person in the school district as the primary contact regarding the policies and procedures relating to transgender students that meet the requirements of (a) of this subsection. In addition to any other duties required by law and the school district, the primary contact must:

(A) Ensure the implementation of the policies and procedures relating to transgender students that meet the requirements of (a) of this subsection;

(B) Receive copies of all formal and informal complaints relating to transgender students;

(C) Communicate with the school district employees responsible for monitoring school district compliance with this chapter, and the primary contact regarding the school district's policy and procedure prohibiting harassment, intimidation, and bullying under RCW 28A.600.477; and

(D) Serve as the primary contact between the school district, the office of the education ombuds, and the office of the superintendent of public instruction on policies and procedures relating to transgender students that meet the requirements of (a) of this subsection.

(ii) The primary contact from each school district must attend at least one training class as provided in RCW 28A.600.477, once this training is available.

(iii) The primary contact may also serve as the primary contact regarding the school district's policy and procedure prohibiting harassment, intimidation, and bullying under RCW 28A.600.477.

(2) As required by the office of the superintendent of public instruction, each school district must provide to the office of the superintendent of public instruction its policies and procedures relating to transgender students that meet the requirements of subsection (1)(a) of this section.

(3)(a) By September 1, 2019, and periodically thereafter, the Washington state school directors' association must collaborate with the office of the superintendent of public instruction to develop and update a model transgender student policy and procedure.

(b) The elements of the model transgender student policy and procedure must, at a minimum: Incorporate the office of the superintendent of public instruction's rules and guidelines developed under RCW 28A.642.020 to eliminate discrimination in Washington public schools on the basis of gender identity and expression; address the unique challenges and needs faced by transgender students in public schools; and describe the application of the model policy and procedure prohibiting harassment, intimidation, and bullying, required under RCW 28A.600.477, to transgender students.

(c) The office of the superintendent of public instruction and the Washington state school directors' association must maintain the model policy and procedure on each agency's web site at no cost to school districts.

(4)(a) By December 31, 2020, the office of the superintendent of public instruction must develop online training material available to all school staff based on the model transgender student policy and procedure described in subsection (3) of this section and the office of the superintendent of public instruction's rules and guidance as provided under this chapter.

(b) The online training material must describe the role of school district primary contacts for monitoring school district compliance with this chapter prohibiting discrimination in public schools, RCW 28A.600.477 related to the policies and procedures prohibiting harassment, intimidation, and bullying, and this section related to policies and procedures relating to transgender students.

(c) The online training material must include best practices for policy and procedure implementation and cultural change that are guided by school district experiences.

(d) The office of the superintendent of public instruction must annually notify school districts of the availability of the online training material.

[2019 c 194 § 2.]



Lind-Ritzville Cooperative Schools

"Achieving success together"



507 North E Street
Lind WA 99341

209 E Wellsandt Ave
Ritzville WA 99169

Lind-Ritzville Cooperative Schools Board Complaints/Concerns-Communication (CCC) Protocol Based on Policy 4220 & 4220P

1. Patron brings a complaint/concern (CC) to school director

- a. Director listens and encourages the patron to contact the building principal or superintendent; let the patron know you will follow up on their CC.
- b. Director passes on the CC to the principal and/or superintendent.
- c. The superintendent will follow up with the board director
- d. Director circles back to the patron and shares information, as appropriate to do so.

2. Patron brings a CC to the school director and states they have already taken the CC to the building level.

- a. Director listens and encourages the patron to contact the superintendent who will then attempt to resolve the CC. IF unable to resolve the CC, the superintendent will present the CC to the boards.
- b. For any unresolved issues regarding a staff member, refer to 4220P.

Here is the entire procedure from 4220P:

Procedure - Complaints Concerning Staff or Programs

Most complaints can be resolved by informal discussions between community members and the staff member. Should the matter not be resolved, the principal will attempt to resolve the issue through a conference with the community member and the staff member.

The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above:

- A. If the problem is not satisfactorily resolved at the building level, the community member should file a written complaint with the superintendent which describes the problem, and a suggested solution. The superintendent should send copies to the principal and staff member;
- B. The principal and staff member will respond to the superintendent in writing or in person; and
- C. The superintendent will then attempt to resolve the matter through a conference with the citizen, staff member, and principal. If the matter is still not resolved, the superintendent will present the issue to the board.

If the complaint is against a staff member, the board may discuss the complaint. The staff member may request that the board discuss the issue in an open meeting.

The board will attempt to make a final resolution of the matter. Any formal actions by the board must take place in an open meeting. If such action may adversely affect the contract status of the staff member, the board will give written notice to the staff member of his/her rights to a hearing.

Lind School District

Enrollment Tracking

Last updated , 2023

Prepared by Kris Robbins, Business Manager

		September		2023
	Budgeted	Actual	Difference	June
	FTE	FTE	From Budget	Actual
				FTE
Transition to Kindergarten (TK)	10.00	6.00	-4.0	14.00
Kindergarten	14.00	13.00	-1.0	15.00
First Grade	12.00	14.00	2.0	12.00
Second Grade	12.00	12.00	0.0	17.00
Third Grade	16.00	17.00	1.0	15.00
Fourth Grade	14.00	13.00	-1.0	16.00
Fifth Grade	15.00	15.00	0.0	22.00
Grade School Totals	93.00	90.00	-3.0	111.00
Sixth Grade	20.00	16.00	-4.0	21.00
Seventh Grade	21.00	22.00	1.0	16.00
Eighth Grade	15.00	15.00	0.0	15.00
Middle School Totals	56.00	53.00	-3.0	52.00
Ninth Grade	14.00	11.00	-3.0	13.00
Tenth Grade	13.00	14.00	1.0	15.00
Eleventh Grade	15.00	11.00	-4.0	8.00
Twelfth Grade	8.00	10.00	2.0	9.00
High School Totals	50.00	46.00	-4.0	45.00
Totals	199.00	189.00	-10.0	208.00
Running Start	1.00	1.00	0.0	0.00
LR Connect	0.00	0.00	0.0	2.00
Total Enrollment	200.00	190.00	-1.0	208.00
Last Year's Totals		189.00		206.59
Voc - HS	12.00	12	0.5	12.2
Voc - MS	5.00	5.4	2.4	7
Special Ed	25.00	20.00	-1.0	24.00

Ritzville School District

Enrollment Tracking

RITZVILLE ENROLLMENT
9/22/2023 3:55 PM

Last updated September 20, 2023

Prepared by Kris Robbins, Business Manager

	Rollover Budgeted	September Actual	Difference From Budget	<i>June Actual</i>
	FTE	FTE		<i>FTE</i>
Transition to Kindergarten (TK)	20.00	15.00	-5.0	0.00
Kindergarten	20.00	21.00	1.0	34.00
First Grade	30.00	28.00	-2.0	23.00
Second Grade	22.00	21.00	-1.0	22.00
Third Grade	20.00	25.00	5.0	31.00
Fourth Grade	31.00	33.00	2.0	23.00
Fifth Grade	20.00	23.00	3.0	23.00
Grade School Totals	143.00	166.00	3.00	156.00
Sixth Grade	22.00	27.00	5.0	29.00
Seventh Grade	28.00	31.00	3.0	32.00
Eighth Grade	30.00	35.00	5.0	28.00
Middle School Totals	80.00	93.00	13.0	89.00
Ninth Grade	26.00	31.00	5.0	32.00
Tenth Grade	30.00	34.00	4.0	30.00
Eleventh Grade	30.00	28.00	-2.0	21.00
Twelfth Grade	16.00	22.00	6.0	18.00
Running Start	5.00	5.00	0.0	1.00
High School Totals	107.00	120.00	13.00	101.00
Totals	330.00	379.00	29.00	346.00
LIND-RITZVILLE ACADEMY				
K-5	0.00	4.00	0.0	4.00
6-8	0.00	8.00	0.0	9.00
9-12	0.00	10.00	0.0	9.00
L-R Academy	8.00	22.00	14.0	22.00
Connects Program	0.00		2.4	0.00
Total Enrollment	338.00	401.00	43.00	22.00
Last Year's Totals		357.00		368.00
Voc - HS	25	29.25	4.3	26.2
Voc - MS	10	10.35	0.4	11.47
Special Ed	28	42.00	14.0	26.00