

**Lind-Ritzville Cooperative Schools**  
**Regular Board Meeting – April 28, 2025 - 6:30 PM - LRHS Collaboration Room**  
**Board Study Session 6:00 PM - LRHS Collaboration Room**

**Ritzville**

Flag Salute

1. Call to Order and Verification
2. Approval March 24, 2025 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
  - a. General Fund Accounts Payable - \$102,033.29 and \$9,764.74
  - b. Transportation Cooperative Accounts Payable - \$34,680.97
  - c. Associated Student Body Fund Accounts Payable - \$32,940.22
  - d. Capital Projects Fund Accounts Payable - \$4,302.28
  - e. Payroll for April 30, 2025 - \$458,777.00

**Lind**

1. Call to Order and Verification
2. Approval March 24, 2025 Regular Board Meeting Minutes
3. Approval of March 31, 2025 Special Board Meeting Minutes
4. Approval of Agenda
5. Consent Agenda
  - a. General Fund Accounts Payable - \$77,951.89
  - b. Transportation Cooperative Accounts Payable - \$34,680.97
  - c. Associated Student Body Fund Accounts Payable - \$348.53
  - d. Payroll for April 30, 2025 - \$372,822.82
  - e. Accept Retirement of LES Custodian - Brad O'Neill

**JOINT ITEMS**

5. Legislative Update
6. Reports to the Board
  - a. Students & School Program
    - i. Student Representative's Report
    - ii. Principals' Report
      - a. Cooperative Spotlight - LRHS Nourishing Champions Project
7. Superintendent's Report
  - a. Cooperative Report- Band - Jennifer York
8. Public Comment
9. Policy Review & Emerging Issues
  - a. **Review** and **Approval** of Lind-Ritzville Cooperative Agreement (**Lind & Ritzville**)
10. Finance
11. Other Reports- Communication on 4-day schedule- Superintendent Vanderholm
12. Board Director Reports- Annual Review of Athletic Combine Agreement & Meeting Report - Superintendent Vanderholm
13. Adjournment



\$467,232.21, Non-substantial update to School Board Policies 3205 Sexual Harassment of Students Prohibited, Accept Resignation of MS Assistant Baseball Coach - Zach Gardner, Accept Resignation of RGS Paraeducator - Liz Smith, Accept Recommendation for HS Baseball Coach - Richard Mitchell, Accept Recommendation for MS Assistant Baseball Coach - Brady Wahl, Accept Recommendation for RGS Special Ed Paraeducator - Johanna Ewing, Accept Recommendation for Halftime RGS Special Ed Paraeducator - Natalie Lewis. Director Carruth seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

## **Joint Items**

### **Legislative Update**

Superintendent Vanderholm updated the boards on Legislative news, reporting that the final Senate and House budget adoption hearings have finished and the state is looking at a dismal economic and revenue forecast for the next few years. Forecasted adjustments to education funding include a reduction to the proposed MSOC bill with a possibility of some slight increases, reducing ALE FTE, cuts to Transition To Kindergarten and possibly looking at capping the program to reduce future spending, and proposing to modify local property tax levy cap which would change the amount school district could ask for on their levies.

## **Reports to the Board**

### **Students & School Programs**

#### **Student Representative Report**

Lind-Ritzville High School Student Representative Addy Colbert and Cicely Herrera shared an update on events happening at LRHS, including spring conferences, the FFA Agronomy team placed first in state and will represent Washington at Nationals, five FCCLA members qualified for Nationals at the recent state conference and a recap on Bi-County Prom.

FCCLA members Cicely Herrera and Wednesday Curlee appeared before the board to share their experiences from the FCCLA State Convention. They shared that seven students will be traveling to Orlando, Florida to compete at the National Leadership Conference, which will be held July 4-10. FCCLA members have been busy fundraising and reported that at a recent bake sale they earned \$1400. They asked the boards for financial support to help with the cost of travel. LRHS FCCLA advisor Donna Koch handed out a letter to school board members that outlined their expenses and thanked them for their continued support.

#### **Principals' Report**

Lind-Ritzville Middle School Principal Don Walker spoke about elective classes offered at LRMS. He shared that each year the list of electives offered has grown with some of the more popular classes being Farm to Table, Drama and Weight Lifting. He also shared that the Yearbook class has been working on producing a yearbook and has reached out to local businesses to off-set the cost of printing. Mr. Walker and LES Principal Sarah Dinkins spoke about their shared Teacher Assistant Program, in which middle school students help in the classrooms at the elementary school. Mr. Walker explained that part of the students responsibility is to complete assignments that pertain to education. He said the students have really enjoyed the experience. Mrs. Dinkins shared that the elementary students love interacting with the older students and LES students' reading comprehension has improved.

Principal reports from RGS Principal Tanner LaTour, LES Principal Sarah Dinkins, LRMS Principal Don Walker and LRHS Principal Kevin Terris were distributed to the Board of Directors in the board packets this month.

### **Superintendent's Report**

School Nurse Stephanie Lundgren shared information on the Flash sexual health curriculum, she will be reviewing the curriculum and adjusting to fit the districts' needs. Nurse Lundgren will begin presenting information to students the week after spring break.

Superintendent Vanderholm updated the boards on facilities, reporting that the fields in Lind will be seeded and overseeded before spring break. He said he is still concerned about water, but will proceed as if all is normal. He shared some bad news about the progress on the Wellness-Community Center project, saying that the hospital lost the \$2.7 million Federal funding. The district still has a few different funding routes that are being sought at the state and federal levels.

Mr. Vanderholm shared that LRMS received a security upgrade to the entry system, making it safer for students and staff. He reported that it is head lice season and buildings are sending out communication and are following board policy. He also shared about recent community events such as Coffee with the Superintendent, Cooperative Site Team meeting and Screenagers.

Superintendent Vanderholm gave an update on Leading & Learning, including a recap of the February staff inservice day presentation of "Motivating and Inspiring Students". Mr. Vanderholm also spoke about a 3-part lunch presentation series on Mastery-Based Learning that LRHS students had the option to be a part of. Each session broke down why MBL matters, what it is, and how students can take control of your own learning. It gave students a chance to ask questions and share their thoughts. He handed out a summary of the data that was compiled from these meetings to the school board directors.

**Public Comment** - There was no public comment.

### **Policy Review & Emerging Issues**

There was an Annual Review of the Lind-Ritzville Cooperative Agreements.

Lind Director Schmunk moved to approve the 2025-2026 School Year Calendar option 2 with the following change, moving the February 13 no school day to March 5 as a possible snow make up/no school day. Lind Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Phillips moved to approve the 2025-2026 School Year Calendar with the following change, moving the February 13 no school day to March 5 as a possible snow make up/no school day. Ritzville Director Carruth seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Weidemann moved to approve the Finalized Certificated Salary for 2024-2025. Lind Director Schmunk seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Carruth moved to approve the Finalized Certificated Salary for 2024-2025. Ritzville Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Schmunk moved for Approval of FCCLA out of State Travel per Board Policy 2320. Lind Director Weidemann seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved for Approval of FCCLA out of State Travel per Board Policy 2320. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Weidemann moved for Approval of a \$250 per person FCCLA Allocation for National Convention. Lind Director Schmunk seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Carruth moved for Approval of a \$250 per person FCCLA Allocation for National Convention. Ritzville Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

**Financial Reports** - No additional information to report, financial reports were provided to the board.

**Other Reports**

Superintendent Vanderholm updated the board on planned communication for the 4-day school week, including drafting a plan with the cooperative team, an upcoming planning meeting, postcards will be mailed out to all Lind and Ritzville residents inviting anyone to be added to the district news email list, working on a phone call campaign to ask families what their childcare needs would be, scheduling community forums in each district. He shared that at a recent small schools conference there was lots of discussion on moving to a 4-day school week, especially for economic reasons especially as the state budget is looking worse. Mr. Vanderholm will update the boards each month with the progress.

**Board Member Reports** - There was nothing to report.

A ten minute recess was taken. At 7:47 PM, an Executive Session (per RCW 42.30.110) was called, for approximately 45 minutes with no action to follow.

The Lind and Ritzville School Board meeting was adjourned at 8:54 PM.

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Chairman/Date

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Chairman/Date

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Secretary to the Board

**LIND SCHOOL DISTRICT #158  
SPECIAL BOARD MEETING  
For the purpose of  
Interviewing and Appointing a Board Director to fill current vacancy  
March 31, 2025 at 6:00 p.m.**

The special meeting opened at 6:00PM.

The special meeting of the Lind School District #158 was held at the LRMS Collaboration Room to interview school board director candidates to fill the current vacancy. The following people were in attendance.

|                                  |                      |               |
|----------------------------------|----------------------|---------------|
| Lind Board of Directors Present: | Adam Labes, Chairman | Jim Weidemann |
|                                  | Breanne Williamson   | Greg Schmunk  |

Superintendent Don Vanderholm

Candidates: Jackie Mathis, Andy Wahl, Tanya Mullins

Cooperative HR Coordinator: Tina Schuler

Interviews took place in the following order:

Jackie Mathis

Tanya Mullins

Andy Wahl

The meeting was held to interview, select, and appoint a new board director to fill a recent vacancy. The following action was taken: The Lind School Board Chair called for nominations. Director Williamson nominated Andy Wahl and Greg Schmunk seconded the nomination. The Chair called for a voice vote. The board voted 4-0 to appoint Andy Wahl to fill the vacancy. HR Director, Tina Schuler, administered the oath of office to Andy Wahl.

The special meeting adjourned at 7:00PM.

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Chairman/Date

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Secretary to the Board/Date

**Fwd: Retirement / June 9th, 2025**

1 message

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

Tue, Apr 15, 2025 at 2:46 PM

From: **Brad O'Neill** <boneill@lrschools.org>  
Date: Wed, Mar 26, 2025 at 5:43 AM  
Subject: Retirement / June 9th, 2025  
To: Tina Schuler <tschuler@lrschools.org>

Hi Tina. I am officially retiring this year on June 9th , 2025. I want absolutely nothing from the administration and the school board. Please no recognition at all of the years I dedicated myself to this district and the students. Thank you Brad.

# LIND-RITZVILLE COOPERATIVE SCHOOL AGREEMENT

## **HISTORY**

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

## **STRUCTURE**

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

## **OBJECTIVES**

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

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

## **AGREEMENT**

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

### **I. Staff**

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

## **II. Basic and Vocational Education**

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

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

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

## **IV. Student Activities and Regulations**

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

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

## **V. Other Programs/Special Agreements**

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

## **VI. General Operations**

- The Boards of Directors of the Lind and Ritzville School Districts are committed to the successful operation of the Cooperative Schools and understand that success depends in large part upon the goodwill and support of both communities, school board members, administration, school staff, and students. To build upon the trust between the two districts, the following procedures for making decisions will be followed:
  1. The boards agree that matters, items, and agreements that are cost shared, or directly affect the students of both districts are cooperative decisions, and will be brought to the joint board and not acted upon independently. Examples of these actions are hiring administrators, approval of: policies, extra-curricular contracts, school calendars, curriculum, graduation requirements, etc. Approval on a motion of a joint interest is achieved when the combined school boards, together as one, render a majority ‘yes’ vote. Approval is not achieved when the combined schools boards, together as one, render a majority ‘no’ vote. EX: 6 out of 10 directors achieve a majority vote.
  2. The boards agree that action on district specific or school building matters (i.e. staff hires, approval or actions for contracts, special projects, finances, etc) shall require a separate vote of each board. Approval on a motion of district-specific interest is achieved when the individual board renders a majority ‘yes’ vote. Approval is not achieved if the individual board renders a majority ‘no’ vote.
  3. If an item does not clearly fall within one of the above processes, the chairpersons and the superintendent shall determine if the vote will be a Cooperative or Independent Decision during the agenda meeting.
  4. Each board will respect the confidentiality of the other board.

- Matters of appeal will be resolved in the following manner:
  1. Issues shall be handled initially by appropriate school personnel.
  2. The first level of appeal shall be the building principal, or in athletic/activities matters, to the athletic director first and then the principal.
  3. The second level of appeal shall be the superintendent of schools.
  4. Appeals of decisions by the superintendent shall be referred to the Board of Directors of the school involved in the dispute.
  
- Each year, the Cooperative Agreement will be reviewed at the February board meeting. Either district may terminate participation in the cooperative program by so notifying the other district in writing. Such termination will only be effective at the beginning of a school year and notification must be received by February 15<sup>th</sup> prior to the effective date.
  
- In case of termination, a monetary value will be placed on all jointly purchased supplies, materials, and equipment. The supplies, materials and equipment will then be divided between the districts according to the share of the purchase cost borne by each district. The ESD #101 Superintendent shall serve as mediator.

Reviewed and revised on this 28<sup>th</sup> day of April, 2025

LIND BOARD OF DIRECTORS

RITZVILLE BOARD OF DIRECTORS

\_\_\_\_\_  
Chairman of the Board

\_\_\_\_\_  
Chairman of the Board

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Attest to:

Date \_\_\_\_\_

**Athletic Combine Agreement**  
**Lind-Ritzville/Sprague-Lamont/Washtucna/Harrington**  
*Reviewed and Revised May, 2022*

**I. Administration of the Programs**

- A. The combined high school athletic programs shall be called the Lind-Ritzville/Sprague/Washtucna/Harrington (LRSWH) Broncos hereafter referred to as the Athletic Combine and the team colors shall be red and black. The combined middle school athletic programs shall be called the Lind-Ritzville/Lamont/Washtucna/Harrington (LRLWH) Bulldogs and the team colors shall be orange and black.
- B. The Athletic Director from Lind-Ritzville High School shall oversee the high school and middle school programs.
- C. Ritzville School District shall be the fiscal manager of the Athletic Combine.
- D. Members of the 2022-2023 Athletic Combine include:
  - 1. High School - Lind-Ritzville High School, Sprague High School, Washtucna High School, Harrington High School
  - 2. Middle School – Lind-Ritzville MS, Lamont MS, Washtucna MS, Harrington MS
  - 3. Terms of the agreement must be approved by the school boards of those schools participating in the Athletic Combine.

**II. Financial**

**A. SALARIES (Appendix A)**

- 1. All coaches' stipends, which include salaries and mandatory benefits, shall be divided equally between each district (1/5 for Lind, 1/5 for Ritzville, 1/5 for Sprague/Lamont, 1/5 for Washtucna, 1/5 for Harrington)
- 2. The Athletic Director's stipend shall be divided equally amongst Lind, Ritzville, Sprague/Lamont, Washtucna & Harrington (ie. each school shall pay 1/5 of the stipend.)
- 3. The Athletic Trainer's stipend shall be divided equally amongst Lind, Ritzville, Sprague/Lamont, Washtucna and Harrington
- 4. Coaches' stipends which include salaries and mandatory benefits are billed after each season.
- 5. Any Game Managers hired to assist with supervision and management of events shall be divided equally amongst Lind, Ritzville, Sprague/Lamont, Washtucna and Harrington

**B. COST OF OFFICIALS**

School districts participating in this Athletic Combine shall pay an equal share of the officials' costs (referees/umpires, etc.)

**C. UNIFORMS & EQUIPMENT**

Utilizing the current uniform purchase rotation, when it is time to purchase new uniforms, the cost of new high school uniforms shall be divided equally amongst Lind, Ritzville, Sprague/Lamont, Washtucna, and Harrington. Equipment purchases shall be billed in the same manner as new uniform purchases. District superintendents will be made aware of equipment purchases in an amount greater than \$500.

**D. MAINTENANCE & MISCELLANEOUS COSTS**

- 1. The majority of events are held in the Ritzville and/or Lind School district. This cost will be the responsibility of the Ritzville and Lind school districts. These maintenance costs include but are not limited to field/court prep time, minor field/court repairs, field/court supplies (ie. paint, field conditioner, restroom supplies, etc.), custodial costs due to hiring extra custodians for events, etc.

2. Many coaches are current staff members in one of the combine districts. Each school district shall bear the cost for their own substitute teachers.

#### **E. ASB**

1. Admission prices and season ticket prices shall be the same at all schools in the Athletic Combine.
2. Each school shall keep the revenue from ASB card fees and individual sport fees.
3. Ritzville shall receipt in all gates and season ticket sales from all schools in the athletic Combine.
4. Ritzville shall pay all expenses. Profits and/or deficits shall be shared equally with all schools participating in the Athletic Combine. The financial reconciliation for all schools in the Athletic Combine shall be made at the end of the fiscal year.
5. Concessions: Each district shall determine how their concession stand operates and how the money raised from concessions is distributed for events held at their site. Classes/clubs from Sprague/Lamont, and Washtucna may have opportunities to work concession stands as a fundraiser.

#### **F. DISTRICT**

1. Ritzville School District shall pay all expenses including meals and lodging for coaches, coaching clinic registrations and any other costs related to the coaching staff.
2. These shall be totaled and split evenly between the schools in the Athletic Combine at the end of the fiscal year.

### **III. Coaches**

- A. All coaches shall be under contract with the Ritzville School District.
- B. All coaching contracts are non-continuing contracts.
- C. Hiring of Coaches
  1. When a coaching vacancy occurs, the Ritzville Business Manager or athletic director shall advertise the opening in all districts participating in the Athletic Combine. District employees, including current coaches, have the first opportunity to apply for an opening. As a district employee, only a letter of interest is required to apply for a coaching position. Being a district employee does not, however, guarantee hiring for coaching vacancies.
  2. After a designated time period, if there is no recommendation for hiring of a school district employee, the position shall be advertised outside the districts, ie. in the local paper, WIAA webpage and other media as appropriate.
  3. An interview committee that includes the Athletic Director(s) and possibly the building Principals or designees shall interview candidates for the position of **varsity head coach**. At the discretion of the Athletic Director(s), other individuals may be invited to be part of the interview committee.
  4. An interview committee that includes the Athletic Director(s) and Varsity Head coach shall interview candidates for the position of **varsity assistant coach** (including Middle school coaches). At the discretion of the Athletic Director, other individuals may be invited to be part of the interview committee.
  5. The interview committee shall recommend candidates for hiring to the Superintendents of the Athletic Combine member districts who shall forward it to their respective school boards.
  6. The approval of the Lind and Ritzville school boards is required for hiring all coaches. If the school boards of the other schools in the Athletic Combine do not agree with the hiring of a coach, a meeting of district representatives will be recommended.

### **IV. Venues**

- A. The Lind-Ritzville High School Athletic Director shall have the responsibility and discretion to schedule contests and/or practices with input from the athletic directors and administrators of the

other schools in the Athletic Combine. Contests and/or practices shall be scheduled, rescheduled and/or moved to make the best use of the facilities of all schools. To be considered shall be weather, size of crowd, field conditions, road conditions, other sporting events taking place, opponent's travel distance, etc.

- B. **High School Contests** (may be changed at the discretion of the Lind-Ritzville High School Athletic Director)
1. **Football:** Varsity and JV games shall be played at Ritzville due to the availability of lights.
  2. **Volleyball:** All matches shall be played in Ritzville.
  3. **Cross Country:** Home contests will be determined by the athletic director.
  4. **Basketball:** All games shall be played in Ritzville. Sub-Varsity games may be scheduled at the other schools involved in the athletic Combine.
  5. **Wrestling:** Matches shall be held at Ritzville.
  6. **Track & Field:** Home meets shall be held at the Ritzville track.
  7. **Tennis:** Home matches shall be held at Ritzville.
  8. **Golf:** Home matches shall be held at the Ritzville Golf course.
  9. **Baseball:** Home games shall be held at Ritzville.
  10. **Softball:** Home games shall be held at Ritzville.
- C. **Middle School Contests** (may be changed at the discretion of the Lind-Ritzville High School Athletic Director)
1. **Football:** Home games shall be played at Lind.
  2. **Volleyball:** Home games shall be played at Lind.
  3. **Basketball:** Home games shall be played at Lind.
  4. **Wrestling:** Home matches shall be held at Ritzville or Lind.
  5. **Track & Field:** Home meets shall be held at Ritzville.
  6. **Baseball:** Home games shall be played at Lind.
  7. **Softball:** Home games shall be played at Lind.
- D. **High School Practices** (may be changed at the discretion of the Lind-Ritzville High School Athletic Director)
1. **Football:** Practices shall be at Ritzville.
  2. **Volleyball:** Practices shall be at Ritzville. The Ritzville grade school gym may also be used for practice.
  3. **Cross Country -** Practices shall be determined by the athletic director and head coach.
  4. **Basketball:** Practices shall be at Ritzville. At the discretion of the Athletic Director and coaches, practices may be held at the other schools involved in the athletic Combine.
  5. **Wrestling:** Practices shall be at Ritzville.
  6. **Track & Field:** Practices shall be at Ritzville.
  7. **Tennis:** Practices shall be at Ritzville.
  8. **Golf:** Practices shall be at Ritzville.
  9. **Baseball:** Practices shall be at Ritzville.
  10. **Softball:** Practices shall be at Ritzville.
- E. **Middle School Practices** (may be changed at the discretion of the Lind-Ritzville High School Athletic Director)
1. **Football:** Practices shall be at Lind.
  2. **Volleyball:** Practices shall be at Lind.
  3. **Basketball:** Practices shall be at Lind

4. **Wrestling:** Practices shall be at Ritzville.
5. **Track & Field:** Practices shall be at Ritzville.
6. **Baseball:** Practices shall be at Lind.
7. **Softball:** Practices shall be at Lind.

## **V. Transportation for Athletics**

- A. Student/Athletes from Lind, Ritzville, Sprague/Lamont, Washtucna and Harrington shall follow the Athletic Transportation Policy for Games and Practices
- B. Sprague/Lamont, Washtucna and Harrington shall be responsible for transporting their students to and from practices and games in Lind and Ritzville. In some cases, S/L/W/H student athletes may ride on a Lind-Ritzville bus to and from practices. Parents, in some instances, may be required to transport athletes to events and/or practices.
- C. For away events, if the route of travel to the event does not pass by other schools involved in the athletic Combine, those schools shall be responsible for transporting their student-athletes to Ritzville where they shall be transported the rest of the way by the Lind/Ritzville vehicle with the rest of the team. A Lind/Ritzville vehicle shall pick up student-athletes from other schools involved in the athletic Combine when it is reasonable for the bus to pass by said school. The Athletic Director and Transportation supervisor(s) shall determine when it is reasonable to travel to an away event via another school involved in the athletic Combine. Also, when it is reasonable, the student-athletes from other schools involved in the athletic Combine may travel directly to the contest venue to meet the team.

## **VI. Cheerleaders -**

- A. An advisor shall travel to all contests home and away with the cheerleaders.
- B. Should the advisor be absent from a contest, she/he will arrange for a person to accompany and chaperone the cheerleaders. If no substitute is found, the cheerleaders shall not travel to the contest.
- C. The advisor will become stunt-certified and abide by all the rules of the WIAA.
- D. With the approval of the Athletic Director, the cheer advisor shall:
  1. decide on the number of cheerleaders to travel on away trips.
  2. design a fair process for cheerleader tryouts.

## **VII. Band**

- A. Band members from all schools involved in the athletic Combine shall be encouraged to play at all home games.
- B. The band directors at all schools shall communicate to coordinate the events in which they will play.

## **VIII. Evaluation of Coaches**

- A. The Lind-Ritzville HS Athletic Director shall evaluate the high school varsity head coaches.
- B. Head coaches, including JH head coaches, shall evaluate the assistant coaches on their staff.
- C. The Lind-Ritzville High School Athletic Director and/or the high school varsity head coaches shall evaluate middle school head coaches of the respective sport.
- D. If a coach receives a poor evaluation, the Lind-Ritzville High School Athletic Director shall inform the Principals and Superintendents of all schools involved in the athletic Combine. The administrators shall decide on a plan of action. The plan of action may include, but is not limited to:
  - a. Plan for Improvement
  - b. Non-Renewal of coach's contract

## **IX. Varsity Letters/Letter Jackets/Awards**

- A. The high school varsity head coach shall establish criteria for earning a varsity letter and communicate the criteria to athletes, parents and the athletic director prior to the season beginning.

- B. Athletes who earn a varsity letter in a varsity sport for the first time shall receive a letter.
- C. Each time an athlete earns a varsity letter, they shall receive a pin for that sport.
- D. Certificates shall be awarded to all participants of a sport.
  - 1. Varsity letter winners shall receive a varsity letter certificate.
  - 2. All other participants including junior varsity players, managers, video recorders, stats, etc. shall receive a participant certificate.
- E. Parents with the cooperation of the coaches shall coordinate sports awards ceremonies. The awards ceremonies may be held at Ritzville or Lind.

## **X. Eligibility**

- A. All student/athletes must be eligible as determined by the WIAA.
- B. All student-athletes must be academically eligible as determined by the academic eligibility policy established by Lind-Ritzville High School (for high school athletes) and Lind-Ritzville Middle School (for middle school athletes).
- C. A common eligibility policy shall be used and uniformly applied.
- D. Principals and Athletic Directors from all schools involved in the athletic Combine shall review the current academic eligibility policy and revise it as needed.

## **XI. Athletic Code**

- A. A common athletic code shall be used and uniformly applied.
- B. All student-athletes in our athletic Combine and their parents must sign the Lind-Ritzville Athletic Code in order to participate in an interscholastic sport.

## **XII. Parent Complaints**

- A. When a parent has a complaint about a coach, he/she needs to contact the coach first.
- B. If the parent feels the problem has not been resolved, he/she should contact the head coach of that sport or the Lind-Ritzville Athletic Director if the coach in question is a head coach.
- C. If the parent still feels the problem has not been resolved, he/she should contact the principal of the school in which the athlete attends.
- D. The **final step** would be to contact the superintendent.

## **XIII. New Programs**

- A. If any of the districts involved in the Athletic Combine wish to start a new program or sport they are to contact the Lind-Ritzville Athletic Director who shall inform the administrators of the other districts with the details of the proposal.
- B. Approval by the Lind and Ritzville school boards is required for starting a new athletic program. If the school boards of the other schools in the Athletic Combine do not agree with starting the new program, they do not have to allow their athletes to participate.

## **XIV. Insurance**

- A. Each District shall maintain insurance coverage for liabilities arising from activities carried out under this agreement.
- B. Said policies shall be maintained at levels no less than the levels of coverage currently maintained by each District.

## **XV. Terms of the Agreement**

- A. The term of this agreement shall begin August 1, ~~2024~~ 2022 and end July 31, ~~2022~~ 2023
- B. This agreement shall be reviewed in the spring of each year to determine if revisions are needed.
- C. By March 1<sup>st</sup> of each year, a District must notify the other Districts of any proposed changes to this

agreement, including the intention to terminate its participation in this agreement. These changes would not take effect until at least the beginning of the following school year.

- D. Disclaimer: If there is mutual agreement among all schools in the Athletic Combine, terms and conditions of this agreement can be altered at any time during the agreement year.

Revised 5/15/22

## **Appendix A**

### **Lind-Ritzville Coaches Salary Schedule**

#### **Group 1**

HS Head Football  
HS Head Girls Basketball

HS Head Volleyball  
HS Head Boys Basketball

#### **Group 2**

HS Head Cross Country

HS Head Wrestling

|                       |   |   |
|-----------------------|---|---|
|                       | HS Head Track<br>HS Head Baseball   | HS Head Tennis<br>HS Head Softball                                |
| <b><u>Group 3</u></b> | HS Head Golf<br>HS Assistant Volleyball   | HS Assistant Football<br>HS Assistant Basketball                  |
| <b><u>Group 4</u></b> | HS Assistant Wrestling<br>HS Assistant Softball<br>HS Assistant Track<br>Head Cheer Coach | HS Assistant Baseball<br>HS Assistant Tennis<br>HS Assistant Golf |
| <b><u>Group 5</u></b> | MS Head Coaches   |   |
| <b><u>Group 6</u></b> | MS Assistant Coaches  |   |

**Salary Schedule**

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| <b>Years of Experience at Group Level</b> | <b><u>0-2</u></b> | <b><u>3 to 5</u></b> | <b><u>6 to 9</u></b> | <b><u>10+</u></b> |
|---|-------------------|----------------------|----------------------|-------------------|
| <b><u>Group 1</u></b>                     | \$5000            | \$5100               | \$5300               | \$5500            |
| <b><u>Group 2</u></b>                     | \$4500            | \$4650               | \$4800               | \$5000            |
| <b><u>Group 3</u></b>                     | \$3200            | \$3350               | \$3500               | \$3700            |
| <b><u>Group 4</u></b>                     | \$2850            | \$3050               | \$3150               | \$3350            |
| <b><u>Group 5</u></b>                     | \$2500            | \$2650               | \$2800               | \$3000            |
| <b><u>Group 6</u></b>                     | \$2000            | \$2150               | \$2300               | \$2450            |

**APPENDIX B - Proposed**

**Lind-Ritzville Athletic Director Stipend:**

| <b><u>Experience</u></b> | <b><u>Stipend</u></b> |
|--------------------------|-----------------------|
| 0-2 years                | \$10,000              |
| 3-5 years                | \$11,500              |
| 6-9 years                | \$13,000              |
| 10+ years                | \$14,000              |

### **Game Manager Stipend:**

There will be a HS Game Manager for 2022 - 2023 school year.

### **Lind-Ritzville Athletic Trainer's Stipend**

| <u>Experience</u> | <u>Stipend</u> |
|-------------------|----------------|
| 0-2 years         | \$11,000       |
| 3-5 years         | \$12,000       |
| 6-9 years         | \$13,500       |
| 10+ years         | \$15,000       |

### **Coaches Playoff Pay**

- Paid to coaches for weeks spent coaching beyond the point in the season where their team can be eliminated.
- All coaches are paid 3% of their stipend/week of extra coaching
- Cheer Coach is paid 1.5% of stipend/week of extra duty.

# Lind Elementary

## Board Report April 2025

### **Behind the Scenes: Leading with Purpose**

As principal, my work rarely ends when the last bell rings. The most pressing, significant, and challenging parts of my leadership are the pieces not always visible from the outside. They happen in conversations, in quiet planning moments, and in the intentional shaping of a culture where students feel seen, staff feel supported, and learning is transformational.

#### **1. Building a Culture of Social-Emotional Growth and Accountability**

At the core of our school community is a shared commitment to social-emotional learning (SEL). We're not just implementing a program, we're reshaping our collective mindset. We're aligning schoolwide expectations, shared language, and consistent consequences, always rooted in the belief that relationships come first. This work isn't easy. It requires unlearning old habits, having hard conversations, and building trust across every hallway and classroom.

Restorative discipline is central to this shift. We're replacing traditional punitive models with approaches that prioritize accountability *and* connection. When students make mistakes, as they will, they're given the space to reflect, repair harm, and return to the community stronger. It's slower work, but deeper work. And it's necessary.

#### **2. Leading Learning with Purpose and Precision**

One of the most exciting and demanding parts of my role is guiding staff through instructional transformation. Together, we're moving toward a model of **backwards design**, starting with what students need to know and be able to do, and designing units that make that learning meaningful, engaging, and rigorous.

It's not about covering content. It's about crafting experiences where all learners are challenged, seen, and supported. This means rich discussions about authentic assessment, differentiated instruction, and strategies that spark curiosity and creativity. It means moving beyond "what we've always done" and asking, again and again: *What's best for our students?*

#### **3. Empowering Students as Critical Thinkers and Change-Makers**

Every decision I make circles back to one essential question: *Are we empowering our students?*

Not just to succeed on tests, but to ask bold questions, to challenge assumptions, and to imagine a better world. We're embedding critical thinking into every corner of the curriculum and encouraging students to take ownership of their learning. That means voice, choice, and opportunities to engage with real-world problems.

True equity lives in this work. When we build a school where every student knows they belong, where their identity is honored, and their voice matters, we're not just preparing them for the future, we're equipping them to lead it.

### **The Power of Collective Work**

None of this happens in isolation. The real engine behind our growth is collaboration. The heavy lifting, redefining discipline, planning units, strengthening instruction, happens before and after school, during staff meetings, and in our Friday professional development sessions. It's ongoing, it's intentional, and it's powered by a team of educators committed to students above all else.

To keep our time together focused and productive, we streamline the rest. Announcements, schedules, and updates live in a running staff document so that every meeting, every conversation, stays centered on learning and student success. We know time is valuable, so we protect it, prioritize it, and use it wisely.

Because in the end, the work we do *together* is what makes the greatest impact.

## **RGS April Board Report**

### **What You Don't Always See: Supporting Student Learning Behind the Scenes**

*By Tanner LaTour | Principal & Special Education Director, Ritzville Grade School*

#### **Behind the Scenes: Leading with Purpose**

At Ritzville Grade School, leadership extends well beyond the front office. It's found in the quiet moments—supporting a student in crisis, helping a teacher reset a classroom system, checking in with families, and planning for what comes next. As a first-year principal, stepping into this role comes with unique challenges. Building trust, gaining staff buy-in, and shifting culture takes time, patience, and consistency. While much of my work isn't always visible, it's reflected in the tone of our classrooms, and the overall climate of our school. All of this lays the foundation for student learning by creating an environment where both students and staff feel safe, supported, and ready to learn.

#### **1. Building a Culture of Social-Emotional Growth and Accountability**

At the heart of our school is a shared commitment to social-emotional development. This year, we introduced PBIS for the first time and are implementing Tier 1 strategies schoolwide. Our expectations—Bronco P.R.I.D.E. (Positive Attitude, Respectful, In Control, Dependable, Engaged)—guide behavior across all areas of the school, from classrooms to the cafeteria. Students are recognized through Bronco Bucks, monthly celebrations, and positive shoutouts.

But this goes beyond rewards. We are actively shifting toward restorative practices—reteaching expectations, using shared language, and fostering accountability through connection. I model these expectations, support classroom systems, and respond to behavioral needs throughout the day. Recess, lunch duty, and hallway presence allow me to build relationships and address issues proactively. These efforts create consistent, caring environments where students can focus on learning and personal growth.

#### **2. Student Behavior, Safety, and Individualized Intervention**

Behavioral needs have increased, especially among students with disabilities. I support students with safety plans, IEPs, and crisis plans. The special ed team and I create individualized behavior supports, coordinate adult supervision, and oversee all restraint and isolation protocols. I often respond directly to escalated situations, while ensuring accurate documentation and strong communication with families and other service providers.

Right now, I'm helping a student through a special education reevaluation—balancing legal timelines, coordinating a modified schedule, and supporting both general and special education teachers. This detailed and often unseen work ensures that all students learn in safe, respectful environments tailored to their individual needs.

#### **3. Instructional Leadership and Staff Development**

As the instructional leader, I conduct nearly all staff evaluations, both certificated and classified. I regularly visit classrooms, offer feedback, and coach staff on engagement, classroom management, and best practices. I lead our building leadership team, facilitate professional development, and coordinate implementation of our new CKLA curriculum..

Our PD is rooted in best practices, meaningful assessment, and differentiation. Staff are encouraged to reflect, grow, and push past “what we’ve always done” in favor of practices that serve all learners. These behind-the-scenes efforts directly impact instruction—ensuring students receive high-quality, engaging learning experiences every day.

#### **4. Inclusion, Special Education, and System Alignment**

Our Blended Room model reflects our commitment to inclusive education. I coordinate push-in and pull-out services, paraeducator assignments, and staff schedules to meet the needs of students with IEPs. I also assist our special education team with compliance tasks, such as CEDARS, Qmlativ, and reporting.

For students with severe needs, I help lead decisions about the least restrictive environment, program models, and team capacity. These systems ensure equitable access to learning for all students, building a culture where every child belongs.

#### **5. The Invisible Systems That Keep Schools Running**

Much of my work is behind the scenes and often goes unnoticed. If there are staffing shortages—and there often are—I step in where needed. That could mean reading to a preschool class, helping a para support a student through a meltdown, or covering a lunch or recess duty. I also manage schedule changes, safety drills, and building coverage. I’m the go-to person when a sub cancels or a transportation delay occurs. These responsibilities are part of the role and help maintain stability throughout the building.

I also maintain consistent communication with families, often serving as the first point of contact during a concern or crisis. My collaboration with our front office ensures that logistics run smoothly. Building operations and staffing are critical to student learning—when operations are stable, classrooms can focus on teaching and growth.

#### **6. Centering Families and Community Partnerships**

In our rural community, trust and relationships are essential. I maintain solution-focused communication with families about both behavior and academics. I participate in every family event, support preschool transitions, and guide families through IEPs and intervention services.

We also collaborate with the high school, welcoming student mentors and volunteers who provide additional support. These partnerships expand our reach, reinforcing that learning is a shared responsibility across the entire community.

#### **7. Looking Ahead**

This work is complex, continuous, and deeply meaningful. Moving forward, my focus is on refining Tier 1 PBIS, strengthening MTSS systems, and increasing general education capacity to meet diverse learner needs. These priorities aim to build equitable, inclusive environments where every student can thrive.

Thank you for your ongoing support. Our growth is not in spite of our rural setting—but because of it. Together, we’re building a school that reflects the strength and heart of this community.

Sincerely,

Tanner LaTour

Principal, Ritzville Grade School

## **Leading on the Edge: The Work of a Rural Principal**

*Lind-Ritzville Middle School's April Board Report by Mr. Walker*

The role of a rural principal is both complex and far-reaching. Beyond leading instruction, principals also serve as counselors, community liaisons, family support systems, grant writers, and district coordinators. Each day, I lead with the belief that by setting a strong example and maintaining relentless motivation, we can help every student succeed.

At a recent administrators' meeting, the phrase "Leading on the Edge" was shared, which describes rural education well. We operate at the limits of access, funding, and systems that are built for larger districts. However, it is also where some of the most meaningful work happens. I chose rural education because I believe deeply in closing gaps and strengthening the remarkable opportunities small communities offer.

### **School Culture: Building Community, One Student at a Time**

In a small town, school culture and community culture are inseparable. Students do not disappear into the crowd; they are seen, known, and valued. At Lind-Ritzville Middle School, we intentionally build a culture rooted in our district mission: helping students develop **G**rowth, **R**esilience, **I**nitiative, and **T**enacity. Our theme, "**L**ead by Example, **R**elentlessly **M**otivated, which all Leads to **S**uccess," shapes every interaction.

Being visible and present is critical. I visit classrooms daily, open the gym in the mornings, lead lunch supervision, and plan and facilitate advisory sessions focused on character development and restorative practices. In a rural school, strong relationships are not only the foundation, but also our greatest strength.

### **Proficiency Scales and Mastery-Based Learning: Transforming Mindsets**

One major shift underway is the move from traditional grading to proficiency scales and mastery-based learning. Supported by Marzano trainers, The Mastery-based Learning Collaborative coaches, and professional development, this transition demands clear definitions of what true understanding looks like.

While challenging, students are engaging more deeply, self-assessing their work, and taking greater ownership of their learning. These results are the product of consistent collaboration, dedication, and vision.

### **Student Apathy, Attendance, and Discipline: Addressing Urgent Challenges**

Student apathy is one of our most urgent challenges. Like many districts across the state, we have seen declines in attendance, which have impacted discipline and engagement. In response, we have increased communication with families, implemented tiered interventions, expanded inquiry-based instruction, and broadened elective offerings, including

career-connected electives, like the wide array we offer related to FFA. These efforts aim to rebuild student investment and create a school environment where every student feels a true sense of purpose and belonging.

### **Wearing Many Hats: Safety, Systems, and Student Support**

In larger districts, central office teams manage compliance and coordination. In Lind-Ritzville, these responsibilities fall to building leaders. I serve as 504 Coordinator, Civil Rights Officer, Title IX Coordinator, Harassment, Intimidation, and Bullying Coordinator, and Highly Capable Program Coordinator. Each role requires expertise in legal compliance while supporting students with diverse needs. Balancing these responsibilities with leadership and student support is challenging but necessary.

### **Partnering with Staff, Families, and Community**

Our small but passionate staff shows up each day committed to connecting with students and innovating instruction. Through professional learning communities, coaching, and daily conversations, we stay aligned around a shared focus on doing what is best for students.

Listening to families is essential. In a small town, trust is built through proactive communication and transparency. We celebrate student achievements, share classroom successes, and work side by side with families to stay connected to the positive growth happening every day. By partnering together on even the most challenging topics, we work to find common ground that supports both educational goals and family needs.

### **Looking Ahead: Continuing to Lead on the Edge**

Our focus moving forward is clear. We will increase student engagement, support staff, expand career and STEM opportunities, and stretch limited resources creatively. Leading on the edge means embracing the realities of rural education and building flexible, resilient systems grounded in heart and determination.

Being a rural principal is not just a job; it is a calling. The pace is fast, the responsibilities are wide ranging, and the demands are constant. While larger districts offer greater financial benefits and more opportunities for career advancement, the connections built within a small community are truly irreplaceable. I choose to stay because the work here matters. Every small success and every student breakthrough reaffirms the importance of this role. We will continue leading from the edge, where innovation, resilience, and heart come together to create something truly special for our students.

## Kevin's Board Report

I recently read an article titled "*Strong, Tired, and Still Leading: The Truth Behind the Smile*" by Dr. Edwin Garcia, and his opening lines are important to me:

"As leaders, we often feel like we're living under a spotlight. From the moment we walk into the building, people are watching—waiting for direction, for decisions, for reassurance. We juggle deadlines, navigate tough conversations, manage crisis after crisis, and still find time to motivate others. Whether it's students, staff, parents, or the community—we carry everyone's needs. But behind the confident tone and collected posture, there's often a racing heart, a tired mind, and a quiet voice saying, "You can't drop the ball."

In many ways, this quote captures the reality of a rural school leader—especially when it comes to implementing long-term, meaningful changes that directly affect student learning. The work isn't just technical. It's emotional. It's lonely. It's challenging.

One of the most significant and ongoing challenges I've taken on at Lind-Ritzville High School is leading our school through what education researchers call "second-order change." Unlike surface-level changes, second-order changes involve "fundamental rethinking of beliefs, practices, and systems"—in this case, how we define, deliver, and assess high-quality instruction and learning.

Over the past few years, I've worked with our staff to move toward a consistent, standards-based approach to grading and assessment. This wasn't a quick top-down decision. It was a collaborative effort, requiring thoughtful discussion, trust-building, and a shared commitment to doing what's best for students. For nearly three years, we examined how we assess student learning and how to fairly and clearly communicate progress to students and families. While it would have been faster to mandate a change and settle for partial buy-in, we chose a slower, more inclusive approach—resulting in meaningful ownership and deeper alignment across classrooms.

This shift is about more than grading—it's about student engagement. We're challenging the old models of test-based learning and moving toward performance-based assessments where students are asked to *do something* with what they know. Our students are increasingly being offered real-world learning tasks, more choices in how they demonstrate understanding, and opportunities to think critically instead of just recalling facts. It's a cultural shift designed to address student apathy by making learning more relevant, rigorous, and motivating.

As we continue this work, our staff is engaging in rich professional dialogue: What does high-quality assessment look like? How do we balance consistency with teacher autonomy? How do we ensure our practices are meaningful? These conversations are not always easy—but they are the right ones to be having if we truly want to prepare our students for the world ahead. Conversations between teacher and administrator on these topics can be isolating and hard, but as building leaders, we don't shy away from the hard moments—we acknowledge

them, reflect together, and work through them with honesty and care. It's in these conversations, sometimes messy but always meaningful, that real changes begin

This is why, however, I decided to become a principal. While it does bring its challenges and moments of uncertainty, it also brings progress, innovation, and a sense of purpose. In a rural school, where principals often wear many hats, it's especially important to stay grounded in the "why." For me, the "why" is simple: our students deserve a learning experience that is as dynamic, relevant, and forward-thinking as they are.