

Lind-Ritzville Cooperative Schools
Regular Board Meeting
January 26, 2026 - 6:30 PM - LRMS Collaboration Room

Flag Salute

LIND

1. Call to Order and Establish a Quorum
 - a. Action to Excuse Absent Members
2. Approval of Agenda

RITZVILLE

1. Call to Order and Establish a Quorum
 - a. Action to Excuse Absent Members
2. Approval of Agenda

JOINT DISCUSSIONS & PRESENTATIONS

3. Public Comment
4. Student Representative Report
5. Principal Reports
 - a. School Improvement Plan Overview
 - b. Highly Capable District Plan Overview
6. Bus Depreciation Program Update
 - a. Bus Replacement
7. Grant Updates
 - a. Community & State Grants Update
8. Finance
9. First Reading Policy 1111 - Oath of Office
10. First Reading Policy 2106 - Program Compliance
11. First Reading Policy 2108 - Learning Assistance Program
12. First Reading Policy 2170 - Career and Technical Education
13. First Reading Policy 3226 - Interviews and Interrogation of Student on School Premises
14. First Reading Policy 5010 - Discrimination Free Workplace
15. First Reading policy 5011 - Sexual Harassment of District Staff Prohibited
16. First Reading Policy 5260 - Personnel Records
17. Board Director Reports
18. **Joint Consent Agenda (Lind & Ritzville)**
 - a. Approval of December 18, 2025 Regular Board Meeting Minutes
 - b. Approve to Order 2026 G5 Micro Bird 28 Passenger Propane Bus

Approximately \$227,993.04

c. Personnel Actions

- Resignation - HS Assistant Softball Coach - Lacey Miller
- Resignation - HS Cheer Coach - Kiera Buriak
- Resignation - MS Assistant Baseball Coach - Brady Wahl
- Resignation - MS Volleyball Coach - Kris Robbins
- Resignation - MS Softball Coach - Kiera Buriak
- New Hires - MS Assistant Baseball Coach - Tyson Kimble
- New Hires - MS Assistant Track Coach - Emberlynn Mack (Murphy)

d. Accept & Acknowledge First Washington Robotics Grant for LR Robotics Club

e. Accept & Acknowledge Ag West Farm Credit Grant for LR Robotics Club

f. Accept & Acknowledge CASE Grant for the LRHS Ag CTE Program

19. **Consent Agenda (Lind Only)**

a. General Fund Accounts Payable - \$48,652.00

b. Transportation Cooperative Accounts Payable - \$37,176.96

c. Associated Student Body Fund Accounts Payable - \$70.00

d. Payroll for January 30, 2026 - \$188,387.91 & \$167,963.51

e. Accept & Acknowledge Rattlesnake Ridge Donation for Lind Elementary School

f. Approve Highly Capable Plan

g. Cooperative Agreement Section VI; revert to language that existed prior to 4/28/25

20. **Consent Agenda (Ritzville Only)**

a. General Fund Accounts Payable - \$91,706.89

b. Transportation Cooperative Accounts Payable - \$37,176.96

c. Associated Student Body Fund Accounts Payable - \$4,394.00

d. Payroll for January 30, 2026 - \$467,365.11

e. Cooperative Agreement Section VI; revert to language that existed prior to 4/28/25

f. Accept & Acknowledge Rattlesnake Ridge Donation for Ritzville Grade School

g. Approve Highly Capable Plan

21. Closed Session for approximately 15 minutes - Classified Negotiations

22. Adjournment

Looking Ahead: Interlocal Agreements Transportation
General Fund Budget and Enrollment Overview
Mastery Based Learning (MBL) Report

RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
December 18, 2025

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 Collaboration Room on December 18, 2025. The following members were in attendance:

Ritzville School Board Members:	Erin Repp	Reid Phillips
	Tia Kubik	Travis Devore
	Courtney Fannin	

Lind School Board Members:	Adam Labes	Breanne Williamson
	Jim Weidemann	Andy Wahl
	Greg Schmunk	

Ritzville Vice-Chair Kubik led the Pledge of Allegiance.

Ritzville Vice-Chair Kubik called the Ritzville School Board meeting to order at 6:30 P.M. Ritzville Chair Repp arrived at 6:33PM.

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

Lind Chair Labes called the Lind School Board meeting to order at 6:31 P.M.

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

Joint Items

Ritzville Chair Repp arrived at 6:33PM.

Public Comment - There was no public comment.

There was a second reading of Policy 4200 Parent Access and Safe and Orderly Learning Environment.

Finance Report - Business Manager Kris Robbins gave an update on financials, noting budget status reports and cash flow documents were available in board packets. There will be an update on actuals from the state along with enrollment at the January meeting and monthly updates on federal and state funding. Superintendent Wargo reported that there are forty-five students enrolled in the LR Academy, which is higher than last year.

Board Member Reports - Lind Director Williamson thanked Superintendent Wargo for his work on the joint meetings. She also thanked the district staff who had an entry in the Lind Christmas parade.

Superintendent Wargo shared information about the upcoming levy and provided the Board members with copies of the brochures that will be mailed the week of January 20th. He also reported that he is planning to attend a Lind Lions Club meeting and place an ad in the Ritzville Journal. Superintendent Wargo also provided a handout that had what school staff can and cannot share about the levies. He shared information about the WSSDA "School Board Bootcamp" and any school board member interested can do the bootcamp. He said it is a great way for the members to learn about their roles and responsibilities. He shared an update, from Andy Wolf, on the Superintendent search, noting that it closes January 2nd and by January 8th the board will have packets to review. He said that the school board will need to come up with dates for interviews. At the end of January, the finalists will be onsite for staff and community forums and to tour the district.

Ritzville Director Kubik moved to approve the Joint Consent Agenda as follows: Approval of November 24, 2025 Regular Board Meeting Minutes, Personnel Actions: Resignation - MS Boys Football Assistant Coach - Dale Anderson and Resignation - MS Boys Assistant Basketball Coach - Dan Crisp, Adoption - Policy 4200 Parent Access and Safe and Orderly Learning Environment, Board Designation of Official Media - Adams County Ritzville Journal. Lind Director Schmunk seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Phillips moved to approve the Ritzville Consent Agenda as follows: General Fund Accounts Payable - \$183,956.22, \$1,060.47, Transportation Cooperative Accounts Payable - \$30,635.02, Associated Student Body Fund Accounts Payable - \$16,622.70, Payroll for December 31, 2025 - \$462,919.10. Ritzville Director Fannin seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Weidemann moved to approve the Lind Consent Agenda as follows: General Fund Accounts Payable - \$57,219.95, Transportation Cooperative Accounts Payable - \$30,635.02, Associated Student Body Fund Accounts Payable - \$26.98, Payroll for December 31, 2025 - \$353,488.85. Lind Director Schmunk seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

In adherence to the annual reorganization of the Ritzville School Board of Directors, Director Kubik nominated Director Repp to serve as Board Chairperson for 2026, Director Phillips seconded the nomination. Director Phillips nominated Director Kubik to serve as Vice-Chairperson for 2026; Director Kubik nominated Board Chair Repp as the WIAA

representative; Director Kubik nominated Director Fannin as the Legislative representative; motion was seconded and a voice vote was heard, with all present members voting aye. In adherence to the annual reorganization of the Lind School Board of Directors, Director Williamson made a motion for all board positions for the year 2026 to remain the same as they were in 2025. Those being: Director Labes as Board Chairperson, Director Schmunk as Vice-Chairperson, Director Williamson as WIAA representative with the addition of Director Schmunk as the Legislative Representative. Director Weidemann seconded the motion with all present members voting aye. The motion carried.

After a five minute recess, at 7:05 P.M. an Executive Session was called by both boards chairs for approximately fifteen minutes with no action to follow.

With no further business before the board, Ritzville Chair Repp and Lind Chair Labes adjourned at 7:15 P.M.

Chairman/Date

Chairman/Date

Secretary to the Board



LIND ELEMENTARY

SCHOOL IMPROVEMENT PLAN

OUR GOALS:

- **INCREASE ATTENDANCE RATES**
(GOAL: 90% OF STUDENTS ATTENDING 90% OF THE SCHOOL YEAR).
- **INCREASE FOUNDATIONAL SKILLS IN READING AND MATHEMATICS**
(FOCUS ON FLUENCY AND BASIC MATH FACTS).
- **IMPLEMENTATION OF GRIT SKILL ACQUISITION THROUGH SEL INSTRUCTION** (GROWTH, RESILIENCE, INITIATIVE, TENACITY).

OUR HOW

ACHIEVING SUCCESS...

- STATE ASSESSMENTS AND IXL DIAGNOSTICS
- WIDA PROFICIENCY GROWTH
- BUILDING-LEVEL GROWTH MINDSET SURVEYS

DEMONSTRATING GROWTH...

- 30-MINUTE MATH PULL-OUT BLOCKS
- INTENSIVE READING FLUENCY SUPPORT
- CKLA, UFLI, AND BRIDGES CURRICULUM
- 4-6 WEEK RTI DATA CYCLES

IMPROVING ENGAGEMENT...

- GRIT (GROWTH, RESILIENCE, INITIATIVE, TENACITY) INSTRUCTION
- IXL, PRODIGY, AND EXTRA MATH TOOLS
- BRIDGES MATH WORKPLACES
- STUDENT GROWTH MINDSET MODELING

INCREASING INVOLVEMENT...

- HIGH PARTICIPATION: MAINTAINING 97% PARENT ATTENDANCE AT CONFERENCES.
- HEALTH PARTNERSHIPS: COLLABORATING WITH ADAMS COUNTY INTEGRATED HEALTH AND TOOTHSAVERS.
- HOME LEARNING: DAILY AT-HOME READING AND MATH FACT PRACTICE LOGS.
- MIGRANT SUPPORT: INVOLVEMENT OF MIGRANT RECRUITER AND PARENT REPRESENTATIVES.

INVESTING RESOURCES...

- PBIS, GLAD, AND AVID TRAINING
- WEEKLY COLLABORATIVE PLCS
- TITLE I/LAP INTERVENTION STAFF
- WELLNESS ACCESS
- CULTURALLY RESPONSIVE SEL PRACTICES

OUR DATA

- STATE ASSESSMENT PROFICIENCY SCORES.
- BI-MONTHLY READING WPM (WORDS PER MINUTE).
- MONTHLY MATH FACT ACCURACY CHECKS.
- CHRONIC ABSENTEEISM AND ATTENDANCE REPORTS.
- IXL
- SURVEYS

Ritzville Grade School
2025-26
School Improvement Plan Summary

2024–25 Needs Assessment Summary • Analysis of SBA, NWEA MAP, IXL, UFLI, and classroom data identified continued areas of need in ELA and Math, with specific focus on early reading foundations, vocabulary development, writing, number sense, operations, and fractions. Data also highlighted the need to maintain consistent intervention supports across grade levels and strengthen instructional alignment.. • Achievement Gaps: disparities were identified among student groups based on SPED status, economic status, attendance, discipline, and social-emotional needs. Data was reviewed by grade bands (K–2 and 3–5) to identify targeted instructional priorities. • Parent Engagement: While family participation remains a strength, there is a continued need to expand accessible communication, increase parent education opportunities, and provide multiple ways for families to engage in learning and school events. • Curriculum & PD Needs: Staff require continued support in implementing Amplify CKLA and Bridges Math, refining intervention practices, strengthening vocabulary and writing instruction, and using data-driven instructional decision making. Professional development remains a priority in UDL, intervention strategies, and assessment alignment. • PBIS Development: The PBIS framework is established, with school-wide expectations in place. Ongoing work includes improving consistency, accountability, and family understanding of expectations while continuing to support student self-regulation and engagement.	Plan 
Do 	What Do We Plan to Do? • Improve student proficiency and growth in reading and math across all grade levels. • Strengthen early literacy foundations, vocabulary, writing, and math operations • Engage families as active partners through consistent communication and school-wide events • Use ongoing progress monitoring to inform instruction and intervention • Foster a growth mindset and resilience around learning and assessments • Implement PBIS with fidelity to support positive behavior and school culture • Provide dedicated PLC time and professional development aligned to student needs Intervention and Instruction: • Title I/LAP small-group instruction: 25 minutes per day, 3–4 times per week • Core ELA: 90–120 minutes per day using Amplify CKLA • Core Math: 60–90 minutes per day using Bridges Math • Tier 3 intervention for students requiring intensive academic support • Supplemental supports including UFLI, IXL, Imagine Math Facts, and Math Recovery • Utilize Highschool volunteers Community & Family Engagement: • Reinstate classroom volunteers • Host family-focused events like Open House, Grandparents' Lunch, Donuts for Dudes, Muffins for Misses, and a Spring family night. • Increased family communication through monthly newsletters, Skyward/Qmlativ, ParentSquare, and conferences.

What Resources Will we Use to Create an Action Plan ● Common Core-aligned curriculum: Amplify CKLA (ELA), Bridges Math, and supplemental resources like UFLI and Math Recovery. ● Continuous analysis and review: SBA, MAP, and other assessment data during Friday PD and reinstate PLC, complete frequent data cycles to identify trends and student needs. ● Reflect and modify: Quarterly assessment data digs. Analyzing and reflecting on the impact of interventions and modifying groups and strategies as needed. ● Professional development and time with: Amplify CKLA (ELA), Bridges Math, and supplemental resources like UFLI, Math Recovery, IXL, Imagine math facts and UDL framework to enhance student engagement and executive functioning. ● Social-Emotional Tools: Character Strong, Kelso's Choice, and WSU CLEAR.. ● Intervention Support: UFLI, Bridges intervention, IXL, Imagine math facts and Math recovery. ● PBIS supports: Bronco Bucks, Bronco P.R.I.D.E. expectations, incentives, and assemblies.	Study 
Act 	● Utilizing all staff and High school TA's to provide students with more 1:1 reading opportunities. ● Communicate monthly progress home so parents can be an active partner ● Model a positive growth mindset around assessments (Show what you know) ● Provide students multiple opportunities to show what they know ● Provide staff time to create student friendly proficiency scales that they can use in their units <u>At school:</u> Intervention and Instruction: ● Title/LAP small-group instruction: 25 minutes/day, 3-4 times per week. ● Core ELA: 90-120 minutes/day using Amplify CKLA. ● Core Math: 90 minutes/day using Bridges Math. ● IXL Targeted and individualized intervention support ● Imagine Math facts 2nd - 5th ● Tier 3 support for at-risk students. Community & Family Engagement: ● Reinstate classroom volunteers and host family-focused events like Open House, Grandparents' Lunch, donuts for dudes, muffins for misses, and a spring family night. Offer resources and info at all events.

Our goals:

- Increase attendance rates
- Increase foundational skills in reading and mathematics
- Implementation of GRIT skill acquisition through SEL instruction



LIND-RITZVILLE

MIDDLE SCHOOL

2025-2026

Achieving Success...

Our how:

Demonstrating Growth...

- State Assessments and I-Ready Diagnostics
- LRMS Awards

- Grade Check Interventions
- I-Ready Interventions
- Proficiency Scale Implementation

Improving Engagement...

- Bulldog Period
- Leadership Crew
- Outdoor Learning
- Student Voice Forums
- LEAD Program
- LRMS Theme

Investing Resources...

- I-Ready Training
- Mastery Based Learning Collaborative
- Proficiency Scale Implementation

Increasing Involvement...

- Student-led Conferences and Spring Exhibition
- Open House and Parent Night
- Bulldog Newsletter
- Course Catalog and Handbooks
- Counselor Support Strategies
- Chronically Absent Support Strategies

Our data:

Surveys
Feedback
Parent Surveys
Student Grade Reports

I-Ready and SBAC Assessments
Attendance reports
Newsletter Data

School Improvement Plan—Lind Ritzville High School

2025-26 SIP Goals

1. Increase Graduation Rate to 95%
2. SBA ELA Goal - Increase Percent Proficient by 5%
3. SBA Math Goal - Increase Percent Proficient by 5%
4. Freshman School Success: Increase to 95% of Freshman with at least 6.5 credits

Previous Year's Results

2025 Grad Rate: 95%
 SBA L2/3/4 ELA: L: 72% R: 82%
 SBA L2/3/4 Math: L: N % R: 47%
 Freshman: L: 77% R: 82.5%



SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Achievement Mindset					
Implement schoolwide student engagement proficiency scales & Level 3 Blueprint expectations	Proficiency scale blueprint	Teachers submit 1–2 new scales; scales posted and referenced in instruction	Increased proficiency rates; students articulate “what Level 3 looks like”	Sept 26 PD; Oct 31 Work Time; Nov Accountability Pods	Achievement Mindset v Completion Mindset
Replace point-chasing tasks with evidence-of-learning structures	Gradebook Data	Rubric-based grading increases; fewer compliance-based assignments	Grades reflect mastery; decreased missing assignments	Achievement Mindset PD (Sept 26); Accountability Buddies	Achievement Mindset v Completion Mindset
Embed student reflection routines tied to proficiency scales	Student Ambassador Data	Student reflections appear in notebooks, Google Classroom, portfolios	Students understand their level and next steps	Mentoring sessions; HSBP reflection tasks	Achievement Mindset v Completion Mindset
Develop parent-friendly communication about achievement mindset	Student Letters to Parents	Materials used at fall/spring conferences	Increased parent understanding of mastery grading	Oct 17 Conference Prep	Achievement Mindset v Completion Mindset
Student Engagement					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Implement the Student Engagement Blueprint	Student Engagement Blueprint and Scale	All staff complete engagement self-assessment	Clearer engagement targets across classrooms	Nov 14 & Nov 21 PD	Student Engagement
Establish accountability pods with engagement goals	Goal Setting Worksheet	Monthly pod updates; goals submitted to principal	Growth in teacher-selected engagement practices	Accountability Pods (monthly)	Student Engagement
Develop & use an Engagement Walkthrough Tool	Walkthrough Tool	Walkthrough data collected 2–3× per semester	Increase in collaborative learning and student talk	BLT Development + Staff Review	Student Engagement
Implement 3–4 high-leverage engagement structures schoolwide	List of Engagement Structures	Visible in walkthroughs (QFT, partner talk, choice tasks)	Increase in authentic engagement; less passive compliance	Level 3 Implementation Time	Student Engagement
Staff Well-Being					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Monthly staff wellness events	Alliance for a Healthier Generation Resources and Monthly Meetings	Participation tracked; feedback collected	Improved staff well-being survey indicators	Monthly wellness events	Staff-Well Being
BLT-led monthly staff pulse checks	Alliance for a Healthier Generation Resources and Monthly Meetings	Monthly data summaries	Early identification of burnout trends	Monthly wellness events	Staff-Well Being
Protect Friday Planning Days	Alliance for a Healthier Generation Resources and Monthly Meetings	Staff participation; consistent PLC routines	Stronger preparation; reduced stress	Monthly wellness events	Staff-Well Being
Proficiency Scales					

SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Complete Level 3 implementation for rubric blueprint		All teachers submit Level 3 blueprint	Alignment between instruction & assessment	Sept 26; Oct 31; Nov 7	Proficiency Scales
Increase alignment between learning targets, instruction, and scales		Scales referenced during lessons	Greater clarity; reduced content overload	Monthly PLC	Proficiency Scales
Collect student artifacts demonstrating scale-based feedback		Samples collected 2–3x per year	Improved feedback quality	Accountability Work / PLC Pods, Buddies	Proficiency Scales
Conduct department calibration		Calibration notes and shared scoring samples	Consistent grading practices	Accountability Work / PLC Pods, Buddies	Proficiency Scales
Interventions					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Maintain monthly child-study team		Weekly agenda & student reviews	Faster response to academic issues	Weekly Admin/Counseling	Interventions
Build progress-monitoring dashboard		Dashboard used via Schoollinks and Qmlativ	Real-time tracking improves intervention fidelity	SchoolLinks/PLC Data Training	Interventions
Strengthen Tier II Read/Math for Success		Weekly placement list updates	Reduced D/F rates	Weekly Admin/Counseling	Interventions
Improve Tier III after-school program		Attendance logs; parent contracts	Higher credit recovery success	Weekly Admin/Counseling	Interventions
School Culture					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Continue GRIT Awards & Friday Kickstarts	Student Input Survey	Participation & student voice data	Stronger school identity & morale	ASB Meetings	School Culture
Quarterly student voice cycles	Student Input Survey	Summaries to staff each quarter	Increased belonging	ASB Meetings	School Culture
Review co-curricular access annually	CTE Quarterly Agenda	Enrollment/participation data	Increased equity in access	CTE Meetings	School Culture
Postsecondary Readiness					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Implement SchoolLinks Scope & Sequence	Scope and Sequence	Calendar used during mentoring	HSBP completion increases	October - Jan PD Training	Postsecondary Readiness
Bi-Monthly mentor meetings	Schoollinks	Mentor Meet Ups / checks	Students meet annual HSBP benchmarks	PLC Accountability Pods and Buddies	Postsecondary Readiness
Increase FAFSA completion	Schoollinks Reporting	Tracking dashboard	FAFSA ≥ 85%	FAFSA Nights	Postsecondary Readiness
Increase CiHS equity	Qmlativ Enrollment Reports	Enrollment by subgroup	Improved access for underserved students	Staff Meetings	Postsecondary Readiness
AI Innovation					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas

Create teacher-friendly AI Guide	Canva and ChatGPT	Guide published & shared	Increased responsible AI usage	Sept 12 AI PD	AI Innovation
Use AI to support differentiated task design	Teacher AI Tools	Unit plans document AI use	More personalized instruction	PLC Accountability Pods and Buddies	AI Innovation
Publish Ethical AI Use Poster for students	Canva and ChatGPT	Poster visible in classrooms	Lower incidents of AI misuse	PLC Accountability Pods and Buddies	AI Innovation
Provide AI-assisted rubric/feedback tools	Teacher AI Tools	Teachers use AI for feedback	Faster, clearer feedback to students	PLC Accountability Pods and Buddies	AI Innovation

2025–26 Highly Capable District Plan

LEA Name | Organization

Lind School District 1158

Purpose

The Highly Capable (HiCap) District Plan is completed by each LEA (Local Education Agency, school district, charter or tribal compact) through a Smartsheet survey to describe Grades K–12 comprehensive HiCap District Plan to identify and serve HiCap learners.

Funding

The HiCap funding formula is based on 5.0 percent of each LEA's student population. This does not mean a certain percentage or number of students must be identified. There is no upper limit to how many students may be identified.

Part 1–District Validations (9 Survey Items)

LEA understands the nine District Validations listed.

1. Universal screening must occur once in or before second grade, and once in or before sixth grade. ☒
 2. Ensure that all students across all LEA educational settings at the identified grade levels are included in the screening process. Universal screening means using data to include, not exclude, a student to receive Hicap services. ☒
 3. Every student must be screened for both math and reading strengths. ☒
 4. Every student must be screened using at least two student data points. ☒
 5. Data sources do not have to be the same for every student. ☒
 6. Review student IEP and 504 plans for supportive data and follow accommodations. ☒
 7. Review data for Multilingual students for rapid language acquisition and use nonverbal assessments if native language assessments are not available. ☒
 8. LEAs must prioritize equitable identification of low-income students. ☒
 9. Universal screening is not used to exit students from placement for services. ☒
-

Part 2–Universal Screening (7 Survey Items)

Universal screening must occur once in or before second grade, and again in or before sixth grade. ([RCW 28A.185.030](#)). Every student in the selected grade levels must be screened using at least **two student data points**.

Universal Screening Grade Level K–2 1

Universal Screening Grade Level 3–6 4



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Academic Achievement

State Standard-Based Assessments, i-Ready (Curriculum Associates), MAP (NWEA)

Cognitive

CogAt 7 or 8 Full Battery

Creativity

Other Creativity Screening Procedure

Supportive Norm-Referenced Scales Resources

Not Applicable

Supporting Data

WIDA (Language Proficiency Assessment), Individual Educational Plan (IEP), ADA Section 504 (accommodation plan for disability)



Part 3–Identification Measures (5 Survey Items)

Annual HiCap identification procedures must be offered for enrolled students in all grade levels served by the LEA. Services must match the identified strengths of the student. Students identified with strengths in only one domain (either math or literacy) must receive services in that area.

Identification Measures-Academic Achievement

State Standard-Based Assessments, i-Ready (Curriculum Associates), MAP (NWEA)

Identification Measures-Cognitive

CogAt 7 or 8 Full Battery

Identification Measures-Creativity

Other Creativity Identification Measure

Identification Measures-Research-Based Rating Scale

Not Applicable

Identification Measures-Informal Measures

Teacher Rating Scale (locally developed), Parent Rating Scale (locally developed)

Part 4–Variety and Continuum of Program Services (4 Survey Items)

Comprehensive Education Data and Research System (CEDARS) gifted/HiCap values identify four primary administrative structures for HiCap Program (HCP) service delivery.

CEDARS Gifted Value 32–General Education Classroom-based Services/Programs

Differentiation, Independent Study/Projects, Content Acceleration, Supplemental Instruction in Strength/Interest Areas

CEDARS Gifted Value 33–Unique HCP Services/Programs

Specialty Online Courses, Supplemental Push-In Services

CEDARS Gifted Value 34–Acceleration Services/Programs

Running Start, Dual Enrollment/Dual Enrollment, College in HS, Accelerated Pacing

CEDARS Gifted Value 35–Non-Traditional Services/Programs

Supplemental Academic Competitions/Contests, Supplemental Extracurricular Academic Activities (summer, before/after school)

School District Board Approval

Authorized Representative Name (Print)

Email Address

Authorized Representative Signature

Date

2025–26 Highly Capable District Plan

LEA Name | Organization

Ritzville School District 1160

Purpose

The Highly Capable (HiCap) District Plan is completed by each LEA (Local Education Agency, school district, charter or tribal compact) through a Smartsheet survey to describe Grades K–12 comprehensive HiCap District Plan to identify and serve HiCap learners.

Funding

The HiCap funding formula is based on 5.0 percent of each LEA's student population. This does not mean a certain percentage or number of students must be identified. There is no upper limit to how many students may be identified.

Part 1–District Validations (9 Survey Items)

LEA understands the nine District Validations listed.

1. Universal screening must occur once in or before second grade, and once in or before sixth grade. ☒
 2. Ensure that all students across all LEA educational settings at the identified grade levels are included in the screening process. Universal screening means using data to include, not exclude, a student to receive Hicap services. ☒
 3. Every student must be screened for both math and reading strengths. ☒
 4. Every student must be screened using at least two student data points. ☒
 5. Data sources do not have to be the same for every student. ☒
 6. Review student IEP and 504 plans for supportive data and follow accommodations. ☒
 7. Review data for Multilingual students for rapid language acquisition and use nonverbal assessments if native language assessments are not available. ☒
 8. LEAs must prioritize equitable identification of low-income students. ☒
 9. Universal screening is not used to exit students from placement for services. ☒
-

Part 2–Universal Screening (7 Survey Items)

Universal screening must occur once in or before second grade, and again in or before sixth grade. ([RCW 28A.185.030](#)). Every student in the selected grade levels must be screened using at least **two student data points**.

Universal Screening Grade Level K–2 1

Universal Screening Grade Level 3–6 4



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Academic Achievement

State Standard-Based Assessments, i-Ready (Curriculum Associates), MAP (NWEA)

Cognitive

CogAt 7 or 8 Full Battery

Creativity

Other Creativity Screening Procedure

Supportive Norm-Referenced Scales Resources

Not Applicable

Supporting Data

WIDA (Language Proficiency Assessment), Individual Educational Plan (IEP), ADA Section 504 (accommodation plan for disability)



Part 3–Identification Measures (5 Survey Items)

Annual HiCap identification procedures must be offered for enrolled students in all grade levels served by the LEA. Services must match the identified strengths of the student. Students identified with strengths in only one domain (either math or literacy) must receive services in that area.

Identification Measures-Academic Achievement

State Standard-Based Assessments, i-Ready (Curriculum Associates), MAP (NWEA)

Identification Measures-Cognitive

CogAt 7 or 8 Full Battery

Identification Measures-Creativity

Other Creativity Identification Measure

Identification Measures-Research-Based Rating Scale

Not Applicable

Identification Measures-Informal Measures

Teacher Rating Scale (locally developed), Parent Rating Scale (locally developed)

Part 4–Variety and Continuum of Program Services (4 Survey Items)

Comprehensive Education Data and Research System (CEDARS) gifted/HiCap values identify four primary administrative structures for HiCap Program (HCP) service delivery.

CEDARS Gifted Value 32–General Education Classroom-based Services/Programs

Differentiation, Independent Study/Projects, Content Acceleration, Supplemental Instruction in Strength/Interest Areas

CEDARS Gifted Value 33–Unique HCP Services/Programs

Specialty Online Courses, Supplemental Push-In Services

CEDARS Gifted Value 34–Acceleration Services/Programs

Running Start, Dual Enrollment/Dual Enrollment, College in HS, Accelerated Pacing

CEDARS Gifted Value 35–Non-Traditional Services/Programs

Supplemental Academic Competitions/Contests, Supplemental Extracurricular Academic Activities (summer, before/after school)

School District Board Approval

Authorized Representative Name (Print)

Email Address

Authorized Representative Signature

Date



Quote #
A2 26003AP P

LIND-RITZVILLE TRANSPORTATION

PO BOX 340 - 206 WEST 3RD

LIND, WA 99341

MR. LYNN SACKMANN

(509) 677-3533

lsackmann@lrschools.org

Bryson Sales & Service of Washington, Inc.

2407 Gibson Road, Everett, WA 98204
Phone 425-953-2820 FAX 425-610-4389

"WE SERVICE WHAT WE SELL"
Since 1969



Quote Date: 12/04/2025	Expected Delivery Date: 150-210 Days ARO	Customer Required Delivery Date: September 2026	MICRO BIRD PROPANE
---------------------------	---	--	---------------------------

REQ. ST BID 2025-2026 WASHINGTON STATE QUOTE PRICE

QTY	CATEGORY	MAKE	MODEL	WHEELBASE	CAPACITY	PRICE	EXTENDED
1	A 10-34 PROPANE	MICRO BIRD	G5	158	28	\$ 180,074	\$ 180,074

REQUIRED AND AVAILABLE ADDITIONAL OPTIONS OR (CREDITS)

BODY SPECIFICATIONS							
1	INCL	8WL	WARNING, 4 AMBER LED LIGHTS AND 4 RED LED LIGHTS			\$ -	\$ -
1	OPTION	AA-30TG	45K A/C ACC 30K+FRT AIR (NO COND)			\$ 3,578	\$ 3,578
1	INCL	ALI	ALIGNMENT FORD			\$ -	\$ -
1	INCL	B45	BODY WHEEL HOUSING DW G5 76"			\$ -	\$ -
1	INCL	BBX-PLT	BBX TRAY STD			\$ -	\$ -
1	INCL	BBX-SLD	BBX TRAY SLIDES			\$ -	\$ -
1	INCL	BBX-UNLCK	BBX DOOR STD			\$ -	\$ -
1	INCL	BBX-X	BBX W/ AUX BATTERY			\$ -	\$ -
1	INCL	BFK	BODY FLUID KIT			\$ -	\$ -
1	INCL	BSPD	LIGHT SWITCH/CONTROL PANEL RHEOSTAT			\$ -	\$ -
1	INCL	BU1-S	BUMPER -REAR - STEEL			\$ -	\$ -
1	OPTION	BUA-1	BACK-UP ALARM			\$ 168	\$ 168
1	OPTION	BUC-1	BACK UP CAMERA W/ SCREEN IN MONITOR			\$ -	\$ -
1	INCL	BW1	PANEL BELOW WINDOW - ALUMINUM			\$ -	\$ -
1	INCL	BWP	PAINT BLACK AROUND WARNING LIGHTS			\$ -	\$ -
1	INCL	CAE-8	SPECIALTY ELECTRIC CROSSING CONTROL ARM, YELLOW POLYCARBONATE B			\$ -	\$ -
1	INCL	CPO	CHASSIS PREPARATION			\$ -	\$ -
1	INCL	CST-1	STRUCTURAL CAGE			\$ -	\$ -
1	INCL	DBB	DECAL BATTERY BOX LOCATION (2")			\$ -	\$ -
1	INCL	DG2	DRIVE LINE GUARD - FRONT & REAR			\$ -	\$ -
1	INCL	DMB-EY	DECAL MICRO BIRD ENG YLW BACK			\$ -	\$ -
1	INCL	DPP	DECAL, POWERED BY PROANE			\$ -	\$ -
1	INCL	DSB	"SCHOOL BUS" DECALS REFLECTIVE			\$ -	\$ -
1	INCL	E32	ENTRANCE DOOR 32" G5			\$ -	\$ -
1	INCL	EDG	CLEAR WINDOWS FOR ENTRANCE DOOR			\$ -	\$ -
1	INCL	EEC	ELECTRIC ENTRANCE DOOR MECHANISM			\$ -	\$ -
1	INCL	E4B-2-3	"EMERGENCY DOOR" DECAL - ENGLISH			\$ -	\$ -
1	INCL	EOS-B	SWITCH, EMERGENCY OVERRIDE, WSQ & WPB			\$ -	\$ -
1	INCL	ESK	EXTERIOR SKINS			\$ -	\$ -
1	INCL	EWf	EXTERIOR WINDOW TRIM			\$ -	\$ -
1	INCL	EX2	FIRE EXTINGUISHER - 5 LBS.			\$ -	\$ -
1	INCL	EXB	RELOCATE EXHAUST TO REAR			\$ -	\$ -
1	INCL	FAK	FIRST AID KIT - FEDERAL SPECIFICATIONS, WA			\$ -	\$ -
1	INCL	FDC	CONSOLE FOR SWITCHES			\$ -	\$ -
1	INCL	FGL	INT & EXT FINISHING PARTS			\$ -	\$ -
1	INCL	FGSW-PZ	GREY FLOOR SMOOTH WHITE NOSES WITH PEBBLE STEPS ZENITH			\$ -	\$ -
1	INCL	FIR	FUEL INTEGRITY REINFORCEMENTS			\$ -	\$ -
1	INCL	FS1	STEEL FLOOR GALVANIZED 14 GAUGE			\$ -	\$ -
1	INCL	FSR-1	STANDARD FRONT STRUCTURE			\$ -	\$ -
1	INCL	GCS	ENTRANCE GRAB STAINLESS STEEL LH			\$ -	\$ -
1	OPTION	GLC	GLOVE COMPARTMENT			\$ -	\$ -
1	INCL	GRG	GRAVEL SHIELDS STANDARD BLACK			\$ -	\$ -
1	INCL	GUT	DRIP RAILS			\$ -	\$ -
1	INCL	GVWR 14500	GVWR 14,500 LBS. FORD			\$ -	\$ -
1	INCL	HDA	HEATER 42,000 BTU			\$ -	\$ -
1	INCL	HHNC	HEATER HOSE			\$ -	\$ -
1	INCL	HS1	HEATED AIR BLOW - ENTRANCE STEP DOD			\$ -	\$ -

1	INCL	HWB	HOOD OVER WARNING LIGHTS (BLACK)	\$	-	\$	-
1	INCL	IM	INTERIOR MIRROR 6" X 16"	\$	-	\$	-
1	INCL	ISF	INT FRONT SKINS	\$	-	\$	-
1	INCL	ISRR	INT FINITION REAR	\$	-	\$	-
1	INCL	ITC-P1RS	CEILING SKINS	\$	-	\$	-
1	INCL	ITST	INTERIOR FINISH STANDARD	\$	-	\$	-
1	INCL	L2N-1	REAR DOOR LATCH -SLIDE BAR 3 POINT SYSTEM (NON-LOCKABLE)	\$	-	\$	-
1	INCL	LCB	DOME LIGHT ABOVE DRIVER - LED	\$	-	\$	-
1	INCL	LAH-3	DOME LIGHTS ACTIVATED ON BATTERY	\$	-	\$	-
1	INCL	LAH-S	DOME LIGHTS LED	\$	-	\$	-
1	INCL	LBU-L	4" LED BACK-UP LIGHTS	\$	-	\$	-
1	INCL	LCL-L	CLEARANCE / IDENTIFICATION FRONT AND REAR LED LIGHT	\$	-	\$	-
1	INCL	LDN-L	REAR DIRECTIONAL LED LIGHTS WITHOUT ARROWS	\$	-	\$	-
1	INCL	LE2-L	DIRECTIONAL LIGHTS (INTERMEDIATE SIDE MARKER ARMORED) LED	\$	-	\$	-
1	INCL	LGM-DS	DECAL BIRD ONLY GREEN ENGLISH	\$	-	\$	-
1	INCL	LGZ	STEPWELL LIGHT	\$	-	\$	-
1	OPTION	L11-6L	WHITE STROBE LED LIGHT ON IGNITION	\$	189	\$	189
1	INCL	LLP-L	LICENSE PLATE LIGHT LED	\$	-	\$	-
1	INCL	LN2-3M	REFLECTORS REAR (4) RED 3M	\$	-	\$	-
1	INCL	LPG	PROPANE CONVERSION, GAS FORD 7.3L ENGINE	\$	-	\$	-
1	INCL	LST-L	REAR AND STOP & TAILS LIGHTS LED	\$	-	\$	-
1	OPTION	M16	MONITOR 16 LIGHTS	\$	805	\$	805
1	INCL	MD1	EXTERIOR P/A SPEAKER	\$	-	\$	-
1	INCL	ME2-WA	PREWIRE 2-WAY RADIO	\$	-	\$	-
1	INCL	MRSR-Z6	REARVIEW/CROSS-OVER ROSCO MIRRORS - LH AND RH / HEATED REMOTE	\$	-	\$	-
1	INCL	MUD	MUD FLAPS	\$	-	\$	-
1	INCL	MVW	MORE VIEW WINDOW	\$	-	\$	-
1	INCL	NNS-S	NOISE SUPPRESSION SWITCH	\$	-	\$	-
1	OPTION	P2P	PLYWOOD 1/2" LIGHT POPULAR	\$	-	\$	-
1	INCL	PAG	FUEL FILLER PORT	\$	-	\$	-
1	INCL	PEY	PAINT EXTERIOR YELLOW	\$	-	\$	-
2	INCL	PMH	"PERMIT HOLDER" 7 5/8 X 9 1/4	\$	-	\$	-
1	INCL	PRW5	PAINT ROOF WHITE	\$	-	\$	-
1	INCL	PSBC	PAINTED ENTRANCE STEP BODY COLOR MATCH	\$	-	\$	-
1	INCL	PST	HEAD PADS GREY G5	\$	-	\$	-
1	INCL	PWA	"UNLAWFUL TO PASS WHEN RED LIGHTS FLASH" DECAL FOR WASHINGTON	\$	-	\$	-
1	OPTION	PWB	PAINT WHEELS BLACK	\$	443	\$	443
1	INCL	RMW-PAS	RADIO AM/FM/MP3 CLARION W/PA	\$	-	\$	-
1	INCL	RD2-RL	REAR DOOR 2 GLASS	\$	-	\$	-
1	INCL	RDB	EMERGENCY EXIT AJAR BUZZER	\$	-	\$	-
1	INCL	RDR	RETAINER REAR EMERGENCY DOOR	\$	-	\$	-
1	INCL	RDW2-G	REAR DOOR GLASS (2) TINT 26%	\$	-	\$	-
1	OPTION	RF8	RUNNING BOARD (DRIVER DOOR)	\$	347	\$	347
1	INCL	RFCF	ROOF CAP STANDARD FRONT G5	\$	-	\$	-
1	INCL	RFCR	REAR CAP FIBERGLASS STANDARD	\$	-	\$	-
1	INCL	RFT-Y-3M	REFLECTIVE TAPE EMERGENCY DOOR	\$	-	\$	-
1	INCL	RLD	RACK & LOAD	\$	-	\$	-
1	INCL	RRF	RUB RAIL - FLOOR LEVEL	\$	-	\$	-
1	INCL	RRN	RUB RAILS BLACK	\$	-	\$	-
1	INCL	RRS	RUB RAIL - SEAT LEVEL	\$	-	\$	-
1	INCL	RSR-5	REAR STRUCTURE	\$	-	\$	-
1	INCL	RSS1	ROOF HATCH, SPHEROS	\$	-	\$	-
1	INCL	RTR-1-3M	1" REFLECTIVE TAPE REAR (OUTLINE)	\$	-	\$	-
1	INCL	SBC	SEAT BELT CUTTER	\$	-	\$	-
1	INCL	SFS	STANDARD FLOOR STRUCTURE	\$	-	\$	-
1	INCL	SKG-1	SUPPORT FOR SIDE SKINS AND MUD FLAPS (G5)	\$	-	\$	-
1	INCL	SLND	ELEC SYS W/ RELAY 200A	\$	-	\$	-
1	INCL	SRT-S	(4) SPEAKERS - INSTALLED IN ROOF TOP OF THE BUS	\$	-	\$	-
1	INCL	SSM3	SPECIALTY ELECTRIC STOP ARM LED WITH STROBE	\$	-	\$	-
1	INCL	STC	EXTERIOR STORAGE COMPARTMENT	\$	-	\$	-
1	INCL	SV1	STATIC ROOF VENT	\$	-	\$	-
1	INCL	SWH-1	STEEL WHEEL HOUSINGS	\$	-	\$	-
1	INCL	T2S-3M	2" REFLECTIVE TAPE OUTLINE (BOTH SIDES)	\$	-	\$	-
1	INCL	THR	TOW HOOK - REAR (2)	\$	-	\$	-
1	INCL	TWD	TRIANGULAR WARNING DEVICES	\$	-	\$	-
1	INCL	UC2	RUSTPROOF COATING OF UNDERBODY/CHASSIS	\$	-	\$	-
1	INCL	V40-1	ELECTRIC/MANUAL VALVE CLOSING HEATER (UNDER BODY)	\$	-	\$	-
1	INCL	V50	SHUT OFF VALVE WITH BLEEDER	\$	-	\$	-
1	INCL	WAC	WINDOW 26% (DARK) TINTED SPLIT SASH WINDOWS (SCHOOL BUS)	\$	-	\$	-
1	INCL	WHGS-Z	WHEEL HOUSE COVERING - GREY ZENIH	\$	-	\$	-
1	INCL	WHT	MOULDED BLACK WHEEL TRIM	\$	-	\$	-
1	INCL	WPB	ELECTRICAL FLASHING LIGHTS SYSTEM ON BATTERY	\$	-	\$	-

1	INCL	WRC	TINTED (DARK) BACK WINDOWS (2).	\$	-	\$	-
1	INCL	WSQ	SEQUENTIAL FLASHING LIGHTS SYSTEM	\$	-	\$	-
1	INCL	WSS-S1	WIRING SYSTEM STANDARD G5	\$	-	\$	-
SEATING							
1	OPTION		28 PASSENGER CAPACITY IN LIEU OF 22 PASSENGER CAPACITY	\$	2,442	\$	2,442
1	INCL	KER	39" KICK PANEL UNDER LH BARRIER	\$	-	\$	-
8	INCL	LEGD-S	LEGS SEAT DOUBLE CEW	\$	-	\$	-
2	INCL	LEGS-SX1	LEG CEW ANGLE	\$	-	\$	-
1	OPTION	BH39LAA000	BARRIER, 39" LH GREY FIREBLOCK	\$	-	\$	-
1	OPTION	BH39RAA000	BARRIER, 39" RH GREY FIREBLOCK	\$	-	\$	-
4	INCL	S339LAA026	SEAT, CEW 3 PT, 39" LH, GREY FIREBLOCK	\$	-	\$	-
4	INCL	S339RAA026	SEAT, CEW 3 PT, 39" RH, GREY FIREBLOCK	\$	-	\$	-
1	OPTION	S330LAA026	SEAT, CEW 3 PT, 30" LH, GREY FIREBLOCK	\$	-	\$	-
1	OPTION	S330RAA026	SEAT, CEW 3 PT, 30" RH, GREY FIREBLOCK	\$	-	\$	-
LETTERING							
1	INCL	LETTERING	LIND-RITZVILLE TRANSPORTATION	\$	-	\$	-
1	LOCAL	LOCAL	BUS NUMBER(S):	\$	-	\$	-
1	INCL	LOCAL	"FOR OFFICIAL USE ONLY"	\$	-	\$	-
1	INCL	LETTERING	"BATTERY"	\$	-	\$	-
CHASSIS SPECIFICATIONS							
1			Propane/Ford	\$	-		
1	INCL	158	CHASSIS FORD 14500 158" w.b. Propane	\$	-	\$	-
1	INCL	ABS	4 WHEEL DISC ANTI LOCK BRAKES	\$	-	\$	-
1	INCL	BAT-21	BATTERY 78 AMP 750 CCA	\$	-	\$	-
1	INCL	BY	EXTERIOR PAINT YELLOW	\$	-	\$	-
1	INCL	C	CLOTH BUCKET SEAT	\$	-	\$	-
1	INCL	CE	MEDIUM FLINT CLOTH INTERIOR TRIM	\$	-	\$	-
1	INCL	DRW	DUAL REAR WHEELS	\$	-	\$	-
1	INCL	ECS	ENGINE COOLING SYSTEM	\$	-	\$	-
1	INCL	EOC	ENGINE OIL COOLER	\$	-	\$	-
1	INCL	HDN	HORN DUAL NOTE	\$	-	\$	-
1	INCL	T68	LT225 / 75R X 16E DRW HANKOOK	\$	-	\$	-
1	INCL	WWI	WINDSHIELD WIPERS INTERVAL	\$	-	\$	-
1	INCL	X83	REAR AXLE 4.56	\$	-	\$	-
1	INCL	162	FRONT FLOOR VINYL	\$	-	\$	-
1	INCL	20F	GVWR 14500 LBS.	\$	-	\$	-

1	INCL	44P	6 SPED TRANSMISSION W/ OD	\$	-	\$	-
1	INCL	47S	SCHOOL BUS PACKAGE E SERIES	\$	-	\$	-
1	INCL	52T	TILT STEERING WHEEL	\$	-	\$	-
1	INCL	559	FRAME PICKS	\$	-	\$	-
1	INCL	57L	AUX HEATER A/C WITH FRONT CONTROL	\$	-	\$	-
1	OPTION	572	FRONT DASH A/C	\$	138	\$	138
1	INCL	58F	RADIO PREP PACKAGE / 2 SPEAKERS	\$	-	\$	-
1	INCL	625	INSIDE REARVIEW MIRROR	\$	-	\$	-
1	INCL	ALT-21	ALTERANTOR 210 AMP	\$	-	\$	-
1	INCL	646	16X6 STEEL WHEELS WHITE DRW	\$	-	\$	-
1	INCL	657	ENGINE FUEL TANK	\$	-	\$	-
1	INCL	76X	BLACK BUMPER AND GRILL	\$	-	\$	-
1	INCL	981-P	FUEL PREP PACKAGE PROPANE	\$	-	\$	-
1	INCL	99N	7.3L V8 PREMIUM ENGINE	\$	-	\$	-
1	OPTION	525	CRUISE CONTROL	\$	269	\$	269

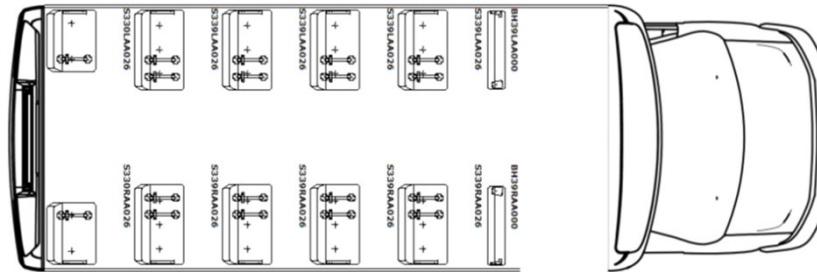
WARRANTY

1	INCL		COMPONENT MANUFACTURER.	\$	-	\$	-
1	INCL		MICRO BIRD STANDARD 12 MONTH/12,000 - 5 MONTHS/100,000 MILES WARRANTY	\$	-	\$	-

ADDITIONAL OPTIONS

1	INCL	LOCAL	PRE-DELIVERY AND STATE PATROL INSPECTION	\$	-	\$	-
1	INCL	9010101	DECALS,LOCAL KIT (TYPE A)	\$	-	\$	-
1	OPTION	9020001	RADIO, TWO WAY, DELETE STD KENWOOD INCLUDED IN STATE BID	\$	(550)	\$	(550)
1	OPTION	LOCAL	FOG LIGHTS, GROTE, LED CLEAR	\$	410	\$	410
1	INCL	9240003	INSTALL CLAMP ON EXHAUST PIPE	\$	-	\$	-
1	OPTION	LOCAL	FOUR WHEEL DRIVE CONVERSION	\$	25,583	\$	25,583
1	OPTION	LOCAL	BILSTEIN HEAVY DUTY SHOCKS (QTY 4)	\$	982	\$	982
1	OPTION	LOCAL	HELLWIG SWAY BAR, REAR	\$	982	\$	982
1	INCL	LOCAL	INCLUDED FUEL FOR 1 YEAR PROGRAM - \$2700	\$	-	\$	-
1	INCL	LOCAL	TRACWRAP FOR TRANSPORT	\$	-	\$	-
1	INCL	LOCAL	LICENSE PLATE, REGISTRATION, OSPI OPERATING PERMIT UPON DELIVERY \$750	\$	-	\$	-

SEAT PLAN



SUMMARY

We Service What We Sell

Since 1969

Ryan Niska - (509) 952-3549 ryan@brysonsales.com

 Quote # A2 26003AP P	Blue Bird reserves the right to implement tariff surcharge(s) at time of invoice dependent upon the implementation of tariff(s) on foreign countries on raw materials, components, and imported finished goods. Bryson reserves the right to pass these tariffs to the end user at time of invoice. Note: Tax Rate IS Subject To Change At The Time Of Invoice Quote Valid for 30 Days and is subject to manufacturer acceptance at time of District order	BASE BID PRICE		\$	180,074.00	
		DISTRICT OPTION		\$	35,786.00	
		PER BUS TOTAL, ONE BUS		\$	215,860.00	
		PURCHASE QUANTITY			1	
		EQUIPMENT TOTAL		\$	215,860.00	
		OPTIONS DISCOUNT, DEDUCT		\$	(6,500.00)	
		SUBTOTAL		\$	209,360.00	
		LESS TRADE/S				
		TAX RATE		8.90%	\$	18,633.04
		TOTAL PURCHASE PRICE		\$	227,993.04	
MULTIPLE UNIT TOTAL		\$	227,993.04			
The following signature authorizes the order of this bus including items listed above: Authorized Signature: _____ Date: _____						

Updated to include required language

Oath of Office

Before entering upon the duties of office, every person elected, re-elected, a school director must take an oath or affirmation to support the constitutions of the United States and the state of Washington, and to uphold the laws of the state of Washington. The director must also affirm that they will faithfully discharge the duties of the office to the best of his or her ability.

The oath or affirmation must be administered by an officer authorized to administer oaths under state law. School officials are themselves authorized to administer oaths or affirmations related to their respective offices, and they may do so without any charge or fee. The oath or affirmation may be administered in person or, when permitted by law, through remote means such as a virtual meeting or electronic appearance.

If the director has received a written appointment or commission, the oath or affirmation should be endorsed on that document and sworn to before an authorized officer. After the oath or affirmation has been properly administered, it must be filed with the county auditor of the county in which the school district is located. A copy of the oath should also be retained in the district's administrative records for reference.

Directors elected at a regular election officially begin their term of office at the first regular or special meeting of the board of directors following certification of the election results. Appointed directors assume office immediately after taking and filing the oath or affirmation.

Last Revised: **December 23, 2025**

Classification: **Important**

Prior Revised Dates: **02.00; 12.11; 02.18; 02/01/2018; 07/16/2025**

Legal References:

- [RCW 28A.343.360 Oath of office](#)

Management Resources:

- [2018 - February Policy Issue](#)
- [2011 - December Issue](#)

Minor updates to current policy

Program Compliance

Annually, on or before October 1, the superintendent will determine if the district is in compliance with the following program requirements:

- A. Appropriate measures are taken to safeguard all student and school district permanent records against loss or damage;
- B. Provision is made for the supervision of instructional practices and procedures;
- C. Current basic instructional materials are available for required courses of study;
- D. A program of guidance, counseling and testing services is maintained for students in all grades offered by the school district;
- E. A learning resources program is maintained;
- F. The physical facilities of each building are adequate and appropriate for the educational program offered;
- G. There is adequate provision for the health and safety of all students within the custody of the school district;
- H. A current policy statement pertaining to the administration and operation of the school district is available online or in each building's administrative office including, but not limited to, policies governing the school building and classroom visitation rights of non-students;
- I. The district is in compliance with the statutes which prohibit unequal treatment of individuals on the basis of race, ethnicity, sex, creed, color, national origin, honorably discharged veteran, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, or neurodivergence, or the use of a trained guide dog or service animal, religion, and honorably discharged veteran or military status in activities supported by common schools and which require equal access to Boy Scouts of America and other designated youth groups;
- J. Within each school, the school principal has determined that appropriate student discipline is established and enforced. The school principal has conferred with the certificated employees in the school building in order to develop and/or review building disciplinary standards and the uniform enforcement of those standards;
- K. Written high school graduation requirements and rules have been adopted by the school district board of directors; and
- L. Equivalence among schools in teachers, administrators and auxiliary personnel and equivalence in the provision of curriculum materials and supplies among schools who receive Title 1 funds.

Last Revised: **December 23, 2025**

Classification: **Important**

Prior Revised Dates: **10.98; 04.01; 08.04; 10.07; 12/01/2011**

Cross References:

- [6800 - Safety Operations and Maintenance of School Property](#)
- [5240 - Evaluation of Staff](#)
- [4040 - Public Access to District Records](#)
- [4001 - Public Information Program](#)
- [3410 - Student Health](#)
- [3231 - Student Records](#)
- [3210 - Nondiscrimination](#)
- [2410 - High School Graduation Requirements](#)
- [2140 - Guidance and Counseling](#)
- [2104 - Federal and/or State Funded Special Instructional Programs](#)
- [2090 - Program Evaluation](#)
- [2020 - Course Design, Selection, and Adoption of Instructional Materials](#)
- [1310 - Policy Adoption, Manuals and Administrative Procedures](#)

Rewrite of current policy

Learning Assistance Program

The district will implement a learning assistance program designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who are not meeting academic standards by providing supplemental instruction and services to those students. "Students who are not meeting academic standards" means students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools.

Washington Integrated Student Supports Protocol

The district will budget and expend learning assistance program funds using the framework of the Washington integrated student supports protocol, established under RCW 28A.300.139.

The district may use up to 15% of its learning assistance program allocation to deliver academic, nonacademic, and social-emotional supports and services to students through partnerships with community-based or other out-of-school organizations in accordance with RCW 28A.300.139.

If the district enters into an agreement with a community partner in accordance with RCW 28A.300.139, the agreement must do the following:

1. Specify that learning assistance program funds may be used only to provide direct supports and services to students;
2. Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by RCW 28A.300.139; and
3. Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards.

Coordination with Other Programs

The district may coordinate federal, state, and local programs in order to serve the maximum number of students who are below grade level in basic skills. Students receiving assistance in another special needs program may also be served in the learning assistance program if they meet student eligibility and selection requirements.

Annual Report to OSPI

The district will submit an annual report on September 30th to the Office of Superintendent of Public Instruction detailing the following:

1. The amount of academic growth gained by students participating in the learning assistance program;
2. The number of students who gain at least one year of academic growth;
3. The specific practices, activities, and programs used by each school building that received learning assistance funds;
4. The percentage of learning assistance program funding used to engage community partners, the number of students receiving direct supports and services from those community partners, and the types of supports and services that are being provided; and
5. The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

Last Revised: **December 23, 2025**

Classification: **Critical**

Prior Revised Dates: **10.98; 06.05; 12.11; 02/01/2018; 06/28/2021**

Legal References:

- [Chapter 28A.165 RCW Learning assistance program](#)
- [WAC 392-162 Special service program - Learning assistance](#)
- [SHB 1208, Chapter 111, Laws of 2021 Learning Assistance Program - Various Provisions](#)

Management Resources:

- [2021 - June Issue](#)
- [2018 - February Policy Issue](#)
- Policy News, June 2005 Learning Assistance Policy Updated

Cross References:

- [6100 - Revenues From Local, State and Federal Sources](#)
- [4130 - Title I, Part A Parent and Family Engagement](#)
- [2161 - Special Education and Related Services for Eligible Students](#)
- [2104 - Federal and/or State Funded Special Instructional Programs](#)

Updates to current policy

Career and Technical Education

The district will provide a program of career and technical education to assist students in making informed and meaningful educational and career choices, and to prepare students for post-secondary options. The district's career and technical education is a planned program of courses and learning experiences that begins with exploration of career options. Additionally, the district's career and technical education program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high skill development and high-wage employment preparation, and includes advanced and continuing education courses. The district will include the program and its courses as part of the regular curriculum of the district.

The district will establish local career and technical advisory committees to assist in the design and delivery of the district's career and technical education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district will relate its career and technical education program to employment demands, current and future, and to the needs and interests of students.

The board will annually review and approve the district plan for the design and delivery of its career and technical education program. The plan will ensure academic rigor, align with education reform, establish program performance targets, address the skill gaps of Washington's economy, and provide opportunities for dual credit.

The superintendent or designee will develop procedures to ensure that the district operates all programs and courses in conformity with the district's plan for career and technical education. Further, the associated procedures will conform to all federal and state laws prohibiting discrimination based on race, ethnicity, creed, color, national origin, sex, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, the use of a trained dog guide or service animal, religion, and honorably discharged veteran or military status. Additionally, the superintendent or designee will seek and utilize all available state and federal sources of revenue for the financial support of career and technical education in the district.

If the district receives funds through the work-integrated learning initiative to provide experiences for its students, it will comply with the conditions of receiving such funds.

Last Revised: **October 02, 2025**

Classification: **Important**

Prior Revised Dates: **02.09; 06.11; 05/01/2018**

Legal References:

- [RCW 28A.150.500 Educational agencies offering vocational educational programs - Local advisory committees - Advice on current job needs](#)
- [RCW 28A.230.130 Program to help students meet minimum entrance requirements at baccalaureate-granting institutions or to pursue career or other opportunities - High school course offerings for postsecondary credit](#)
- [Chapter 28A.700 RCW Secondary career and technical education](#)
- [20 U.S.C. 2301 et seq. Carl D. Perkins Career and Technical Education Act of 2006](#)

Management Resources:

- [2025 - October Issue](#)
- [2018 - May Policy Issue](#)
- [2011 - June Issue](#)
- [2009 - February Issue](#)

Cross References:

- [2413 - Equivalency Credit Opportunities](#)
- [2140 - Guidance and Counseling](#)

New Policy

Interviews and Interrogations of Students on School Premises

Although the district values its relationships with law enforcement, the Department of Children, Youth, and Families (DCYF) and the county health department, to minimize interruption of the instructional program, the district discourages interviews and interrogations of students on school premises. As a general rule, interviews and interrogations by any agency, including law enforcement, DSHS, and the county health department(s) should take place at the agency or the student's home, rather than school premises.

However, there are limited circumstances when an interview of students at school is warranted, for example school-initiated investigations, child abuse investigations, and /or serious crime investigations. When an onsite interview or interrogation is warranted by the circumstances, the district will utilize the procedures and protocols associated with this policy, which were developed in cooperation with these agencies and ensure that students and parent(s)/guardian(s) are afforded all rights under law. The interviews of students as witnesses, victims, and suspects are treated differently.

In contrast to the limited circumstances noted above, the work of immigration agents does not overlap with the work or duties of the district. This is because the district's obligation to educate the children residing within its borders is not diminished by the children or parents' immigration status. The district supports the federal immigration enforcement policy that directs immigration agents to avoid questioning and arrests at sensitive locations, including schools. Therefore, staff shall not grant information or access to immigration agents unless/until the district Superintendent and/or General Counsel determine the request complies with Plyler v. Doe and other applicable laws according to the criteria in the associated procedure.

Last Revised: **July 16, 2025**

Classification: **Important**

Prior Revised Dates: **7.13; 12/01/2018**

Legal References:

- [RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when - Penalty.](#)
- [RCW 26.44.115 Child taken into custody under court order - Information to parents.](#)
- [RCW 26.44.110 Information about rights - Custody without court order - Written statement required - Contents.](#)

- [RCW 26.44.050 Abuse or neglect of child - Duty of law enforcement agency or department of social and health services - Taking child into custody without court order, when.](#)
- [RCW 26.44.030 Reports - Duty and authority to make - Duty of receiving agency - Duty to notify - Case planning and consultation - Penalty for unauthorized exchange of information - Filing dependency petitions - Investigations - Interviews of children - Records - Risk assessment process.](#)
- [RCW 28A.605.005 Parental rights](#)

Management Resources:

- [2025 - July Issue](#)
- [2018 - December 2018 - December Policy Issue](#)
- [2013 - July Issue](#)
- Policy News, April 2001, Compliance Office Provides FERPA Update
- Policy News, February 1998, FERPA limits student records access

Cross References:

- [4310 - District Relationships with Law Enforcement and other Government Agencies](#)
- [3414 - Infectious Diseases](#)
- [3231 - Student Records](#)
- [3432 - Emergencies](#)
- [3124 - Removal-Release of Student During School Hours](#)

Rewrite of current policy

Discrimination-Free Workplace

Definition

"Protected status" is short for the phrase "age, sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability."

Nondiscrimination

The district is committed to an educational and working environment free from discrimination and harassment based on a person's protected status.

The district will not deny any person the benefit of, or subject any person to discrimination in employment, recruitment, promotion, advancement, consideration, or selection in connection with employment based on their protected status.

The district will make all employment decisions in a non-discriminatory manner and will not limit, segregate, or classify any person in a way that could adversely affect their employment opportunities or status based on their protected status.

The district will not enter into any contractual or other relationship that directly or indirectly results in the discrimination of any person in connection with employment based on their protected status.

The district will not grant preferential treatment to applications for employment based on an applicant's enrollment at any education institution or entity that only predominantly admits students based on sex, race, color, or national origin if the giving of such preferences has the effect of discriminating based on sex, race, color, or national origin.

Equal Employment Opportunity

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training.

To promote equal employment opportunities, the district will develop a program or plan in accordance with WAC 392-190-0592.

Examples of Employment Discrimination

Employment discrimination may include the following:

1. Unfair treatment based on an employee's protected status, including unfair or separate treatment in pay scale, assignment of duties, opportunities for advancement, conditions of employment, hiring practices, leaves of absence, hours of employment, and assignment of instructional and non-instructional duties.
2. Harassment based on an employee's protected status by supervisors, co-workers, or others in the workplace that is so severe or persistent that it creates a hostile environment.
3. Denial of a reasonable workplace accommodation that an employee needs because of religious beliefs or a disability.
4. Retaliation because an employee complained about employment discrimination or assisted with an employment discrimination investigation or lawsuit.
5. Making employment or placement decisions based on stereotypes or assumptions about one's protected status.
6. Discriminating against individuals married to or otherwise associated with people of a certain group.
7. Prohibiting an employee from using the restroom consistent with his or her gender identity.

These are examples of employment discrimination and are not an exhaustive list.

Discriminatory Harassment

The district prohibits discriminatory harassment in the workplace. Discriminatory harassment is unwelcome or offensive conduct directed toward a person based on their protected status that is sufficiently severe or pervasive to create an environment that a reasonable person would consider intimidating, hostile, or offensive. Petty slights, annoyances, or isolated incidents, unless extremely serious, will not rise to the level of discriminatory harassment.

Harassing conduct may include, but is not limited to, offensive jokes, slurs, epithets, name-calling, physical assaults, threats, intimidation, ridicule, mockery, insults, put-downs, offensive objects or pictures, and interference with work performance.

When the district becomes aware of potential discriminatory harassment, it will promptly investigate the conduct and, as appropriate, take reasonable steps to prevent and promptly correct the harassing conduct.

Employment of Persons with Disabilities

To fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. The district will not discriminate against a qualified individual based on their disability, nor will the district limit, segregate, or classify any applicants for employment or any staff member in any way that adversely affects their opportunities or status because of their disability. This prohibition applies to all

aspects of employment, from recruitment to promotions, and includes fringe benefits and other elements of compensation.

2. The district will reasonably accommodate the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship.

Reasonable accommodations may include making facilities used by staff readily accessible and usable by persons with disabilities, job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

An undue hardship means an accommodation would be unduly costly, extensive, substantial or disruptive, or would fundamentally alter the nature or operation of the district. In determining whether an accommodation would impose an undue hardship on the district, the district may consider, among other things, the cost of the accommodation, the district's size, the district's financial resources, and the nature and structure of its operations.

3. The district will not use any employment tests or criteria that screen out persons with disabilities unless the tests or criteria are clearly and specifically job-related, and the district will not use such tests or criteria if alternative tests or criteria that do not screen out persons with disabilities are available.

4. While the district may not make pre-employment inquiries as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.

Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member of, or performs, has performed, applies to perform, or has an obligation to perform service in a uniformed service, on the basis of their participation in a uniformed service. This includes initial employment, retention in employment, promotion, or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Complaint Procedure

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all employees of it. The district will provide the notice in a language each employee can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

Compliance Officer

The superintendent will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

Retaliation Prohibited

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

Last Revised: **December 23, 2025**

Classification: **Important**

Prior Revised Dates: **12.00; 06.01; 08.07; 02.11; 06.11; 06.13; 12.14; 04.17; 05/01/2018; 07/24/2023; 12/22/2024; 07/16/2025**

Legal References:

- [RCW 28A.400.310 Law against discrimination applicable to districts - employment practices](#)
- [RCW 28A.640.020 Regulations, guidelines to eliminate discrimination - Scope - Sexual harassment policies](#)
- [RCW 28A.642 Discrimination prohibition](#)
- [RCW 49.60 Discrimination - Human rights commission](#)
- [RCW 49.60.030 Freedom from discrimination - Declaration of civil rights](#)
- [RCW 49.60.180 Unfair practices of employers](#)
- [RCW 49.60.400 Discrimination, preferential treatment prohibited](#)
- [RCW 73.16 Employment and Reemployment](#)
- [WAC 392-190 Equal Education Opportunity - Unlawful Discrimination Prohibited](#)
- [42 USC 2000e1 2000e10 Title VII of the Civil Rights Act of 1964](#)
- [20 USC 1681 - 1688 Title IX Educational Amendments of 1972](#)
- [42 USC 12101 12213 Americans with Disabilities Act](#)
- [8 USC 1324 \(IRCA\) Immigration Reform and Control Act of 1986](#)
- [38 USC 4301-4333 Uniformed Services Employment and Reemployment Rights Act](#)
- [29 USC 794 Vocational Rehabilitation Act of 1973](#)
- [34 CFR 104 Nondiscrimination on the basis of handicap in Programs or activities receiving federal financial assistance](#)

- [38 USC 4212 Vietnam Era Veterans Readjustment Assistance Act of 1974 \(VEVRAA\)](#)

Management Resources:

- [2025 - July Issue](#)
- [2024 - December Issue](#)
- [2023 - July Issue](#)
- [2018 - May Policy Issue](#)
- [2017 - April Issue](#)
- [2014 - December Issue](#)
- [2013 - June Issue](#)
- [2011 - June Issue](#)
- [2011 - February Issue](#)
- Policy News, August 2007 Washington's Law Against Discrimination
- Policy News, June 2001 State Updates Military Leave Rights

Cross References:

- [2030 - Service Animals in Schools](#)
- [5011 - Sexual Harassment of District Staff Prohibited](#)
- [5270 - Resolution of Staff Complaints](#)
- [5407 - Military Leave](#)

Rewrite of current policy

Sexual Harassment of District Staff Prohibited

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the district even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

The term "sexual harassment" is defined by the regulations implementing the federal law Title IX of the Education Amendments Act of 1972 at 34 C.F.R. § 106.30.

Under federal and state law, the term "sexual harassment" may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied obtaining work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and

grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities.

A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.

Reports of sex discrimination and sexual harassment will be referred to the district's Title IX Coordinator. Reports of discrimination based on sexual orientation, gender expression, gender identity, ethnicity, race, creed, color, national origin, religion, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal, honorably discharged veteran or military status, or age, or complaints alleging violations of the Boy Scouts of America Act will be referred to the district's Civil Rights Compliance Coordinator.

Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee, and reproduce in each staff, volunteer, and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers, and parents in the review process.

Last Revised: **December 23, 2025**

Classification: **Critical**

Prior Revised Dates: **10.11; 12.14; 07/01/2015; 06/28/2021; 06/29/2022; 07/31/2024; 01/27/2025; 04/16/2025**

Legal References:

- [20 U.S.C. - 1681-1688](#)
- [WAC 392-190-058 Sexual harassment](#)
- [RCW 28A.640.020 Regulations, guidelines to eliminate discrimination - cope - Sexual harassment policies](#)
- [34 C.F.R. 106](#)

Management Resources:

- [2025 - April Issue](#)
- [2025 - January Newsletter](#)
- [2022 - June June](#)
- [2021 - June Issue](#)
- [2015 - July Policy Alert](#)
- [2014 - December Issue](#)
- [2010 - October Issue](#)

Cross References:

- [3205 - Sexual Harassment of Students Prohibited](#)
- [3207 - Prohibition of Harassment, Intimidation, and Bullying of Students](#)
- [3210 - Nondiscrimination](#)
- [3211 - Gender-Inclusive Schools](#)
- [3421 - Child Abuse and Neglect](#)
- [5010 - Discrimination-Free Workplace](#)

- [5012 - Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff](#)

© 2020-2025 Washington State School Directors' Association. All rights reserved.

Minor update to current policy

Personnel Records

The district will organize, compile and maintain personnel records and files for each staff member of the district which will be kept secure under the authority of the superintendent/designee. The contents of the personnel files will be available to the superintendent/designee and to those staff authorized by the superintendent/designee to organize, compile and maintain the files. Any confidential college or university credentials or other confidential pre-employment materials received by the district will be returned to the sender or maintained in personnel records, such as an application file.

Any staff member will be permitted, during normal district business hours, to review the contents of his/her personnel file in the presence of an authorized staff member. **Personnel files may be maintained by the district in hard copy or in an electronic format.**

Any staff member may request, at least annually, that the superintendent/designee review all information in the staff member's personnel file(s) to determine if there is any irrelevant or erroneous information in the file(s), and will remove all such information from the file(s). If a staff member does not agree with the determination, the staff member may at his or her request have placed in the personnel file a statement containing a rebuttal or correction.

Last Revised: **July 16, 2025**

Classification: **Important**

Prior Revised Dates: **08.98; 05.06; 12.11; 10/01/2015**

Legal References:

- [RCW 28A.405.250 Certificated employees, applicants for certificated position, not to be discriminated against - Right to inspect personnel file](#)
- [RCW 42.56.230\(3\) Certain personal and other records exempt \(from public inspection\)](#)
- [RCW 49.12.240-260 Employee inspection of personnel file](#)
- SHB 1308
- [WAC 357-22-035 Must the employee be given a copy of information placed in the personnel file](#)

Management Resources:

- [2025 - July Issue](#)
- [2015 - October Policy Issue](#)

Cross References:

- [4040 - Public Access to District Records](#)