Lind-Ritzville Cooperative Schools
Regular Board Meeting
November 16, 2026 - 6:35 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. Superintendent Updates
    a. Discussion on 2027 School Board Meeting Dates
    b. School Improvement Plan Overview
    c. Solar Update
    d. Study & Survey
    e. December Meeting Discussion
        i. Pre Approve December Financials
5. Finance
    a. Year End
6. Policy Updates - WSSDA Review
    a. Second Reading Policy 1400 Meeting Conduct, Order of Business and Quorum & Procedure 1400P
    b. Second Reading Policy 2024 Online Learning & Procedure 2024P
    c. First Reading Policy 1600 Evaluation of the Superintendent (update)
    d. First Reading Policy 1805 Open Government Trainings (new)
7. Board Director Reports
8. **Joint Consent Agenda (Lind & Ritzville)**
    a. Approval of October 26, 2026 Regular Board Meeting Minutes
    b. Approval of Policy 1400 Meeting Conduct, Order of Business and Quorum & Procedure 1400P
    c. Approval of Policy 2024 Online Learning & Procedure 2024P
    d. Approve 2027 School Board Meeting Dates

e. Personnel Actions

- New Hire - HS Assistant Wrestling Coach - Walter Crow

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

   a. Preapproval of Payables for November 2026 of approximately $500,000

   b. Approval of October 26, 2026 Special Meeting Minutes

   c. Resolution 2026-27 13 Approval of Lind Study & Survey

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

    a. Preapproval of Payables for November 2026 of approximately - $600,000

    b. Personnel Actions

    - Resignation - RGS Paraeducator - Terrie Swartz

    c. Resolution 2026-27 13 Approval of Ritzville Study & Survey

11. Adjournment

Looking Ahead:

- Reorganization of the Board

RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
October 26, 2026

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 October 26, 2026. The following members were in attendance:

Ritzville School Board Members:	Tia Kubik	Courtney Fannin
	Travis Devore	
Lind School Board Members:	Adam Labes	Greg Schmunk
	Jim Weidemann	Andy Wahl

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 Director Devore moved to excuse Director Repp and Director Phillips. Ritzville Director Fannin seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Devore moved to approve the agenda. Ritzville Director Fannin 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 Board Chair Labes welcomed Gretchen Youngren to the Lind School Board following her recent appointment.

Lind Director Schmunk 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

Public Comment - There was no public comment.

Student Representative Report: Student Representatives Sara Vidal and Marcial Davis reported on Lind-Ritzville High School activities and updates. October events included PSAT and SAT testing, the Bronco Cheerleaders' Little Cheer event, and the Career Showcase. They also highlighted that Lind-Ritzville FFA members recently attended the National Convention, where the Meats Evaluation Team placed 4th in the nation and the Agronomy Team earned a Silver Award.

Superintendent Updates -Superintendent Miranda Bacha reported on enrollment, noting that overall numbers across both districts and all buildings exceed projections. She requested input on scheduling a board refresher training conducted by ESD 101 Superintendent Roettger, who will travel to the district. The training was set for November 16 at 6:00 p.m. and will last approximately one hour. Dr. Bacha also inquired if any board members were interested in attending the WSSDA conference in Spokane,

November 19–21.

Superintendent Bacha provided an update on transportation, reporting that recent damage to a cargo door was repaired for $750. She highlighted a consent agenda item seeking preauthorization to purchase a replacement vehicle for an older one that was recently surplussed. Additional updates included a grant opportunity through ESD 112 offering virtual introductory healthcare courses for high school students during the second semester, designed to help rural schools deliver specialized CTE curriculum. She also highlighted a grant opportunity through the Hagen Foundation to help fund the Bronco Babysitting Academy, where students can receive training to become certified babysitters.

Regarding historical travel allocations requested at the September meeting, Dr. Bacha reported that each district previously provided $250 per student competing at nationals for FFA, FBLA, and FCCLA. Following discussion, the board agreed that until budget conditions improve, allocations will be $150 per student from each district, provided the student qualifies for nationals at a state competition. This item will be placed on the November agenda for formal approval.

Because the winter band concert conflicts with the December board meeting, Dr. Bacha asked if the board wished to adjust the meeting time. She shared that during a recent Superintendents and Business Managers meeting, some districts forgo the December meeting entirely by pre-authorizing payroll and accounts payable up to a specified limit during November, scheduling a special meeting only if urgent items arise. Discussion on this topic will continue at the next meeting.

Finance Report: Business Manager Kris Robbins reported that financial documents were included in the board folders. She noted that the Lind budget status report was inaccurate due to a system error, but she is working to correct the information.

Mrs. Robbins explained three resolutions on the consent agenda, including joining the MRSC Small Works Roster, a statewide database connecting licensed contractors for construction projects that streamlines procurement for a small fee. The other resolutions pertain to the Early Learning Center. Lastly, she shared that WSSDA is assisting the districts in updating policies and procedures, with critical updates on the agenda.

Board Member Reports: Director Weidemann reported attending a recent infrastructure conference, where he spoke with a representative from Safe Schools regarding a potential grant to fund new sidewalks in front of Lind Elementary. He noted that the current sidewalks are too high, causing the buses to pull up farther from the curb when unloading students.

Joint Consent Agenda

Lind Director Schmunk moved to approve the Joint Consent Agenda as follows: Approval of September 28, 2026 Regular Board Meeting Minutes, Approval of Resolution 2026-27-11 MRSC Small Works Roster, Personnel Actions: New Hire - MS Head Baseball Coach - Tyson Kimble, Transfer - Walter Crow from MS Assistant Wrestling Coach to MS Head Coach, Transfer - Keith Johnson from MS Head Wrestling Coach to MS Assistant Coach, Preauthorization to Purchase a Motor Vehicle - not to exceed $20,000. Ritzville Director Devore seconded the motion.

Ritzville Consent Agenda

Ritzville Director Devore moved to approve the Ritzville Consent Agenda as follows: General Fund

Accounts Payable - $127,320.18, Transportation Cooperative Accounts Payable - $45,090.75, Associate Student Body Accounts Payable - $23,298.49, Capital Projects Accounts Payable - $17,567.40, Payroll for October 30, 2026 - $494,202.39, Personnel Actions: New Hire - RGS Paraeducator - Michelle Double, Leave of Absence Approval - Haley Campbell, Resolution 2026-27-10 Interfund Loan/Transfer for Early Learning Center, Resolution 2026-27-12 Authorizing Superintendent to Sign on behalf of the Board for the Early Learning Center. Ritzville Director Fannin seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Consent Agenda

Lind Director Weidemann moved to approve the Lind Consent Agenda as follows: General Fund Accounts Payable - $60,663.15, Transportation Cooperative Accounts Payable - $45,090.75, Associate Student Body Accounts Payable - $2,228.20, Payroll for October 30, 2026 - $362,425.49. Lind Director Wahl seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

With no further business before the board, Lind Vice-Chair Schmunk Repp and Ritzville Vice-Chair Kubik adjourned at 7:23 P.M.

_____ _____

Chairman/Date Chairman/Date

_____

Secretary to the Board

LIND SCHOOL DISTRICT #158
SPECIAL BOARD MEETING

October 26, 2026

The meeting of the Board of Directors of Lind School District #158 held a special meeting in the Lind-Ritzville High School Conference Room on October 26, 2026 at 6:00 P.M.

The following members were in attendance:

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

Also in attendance was Superintendent Miranda Bacha and Gretchen Youngren.

Lind Board Chair Adam Labes called the Lind Board meeting to order at 6:01 P.M. and stated that the purpose of the meeting is to interview Gretchen Youngren for the vacant Lind School Board position.

The Board asked a few questions as allowed by law. At 6:15 P.M., the board adjourned into executive session for no more than 5 minutes to discuss the applicant's qualifications.

The Board called the special meeting back to order at 6:16 P.M, Board Member Greg Schmunk made a motion to accept Gretchen Youngren to the board. Board Member Jim Weidemann seconded the motion and was approved by a unanimous vote.

With no further business before the board, Lind Chair Labes adjourned the special meeting at 6:18 P.M. Oath of Office was conducted after the meeting.

_____
Chairman/Date

_____
Secretary to the Board

Proposed 2027 LRCS Board Meeting Dates

Proposed 2027 Dates	2026 Dates	Location
January 25, 2027	January 26, 2026	Lind
February 22, 2027	February 23, 2026	Ritzville
March 22, 2027	March 23, 2026	Lind
April 26, 2027	April 27, 2026	Ritzville
May 24, 2027	May 26, 2026	Lind
June 24, 2027 (Thursday)	June 22, 2026	Ritzville
July 26, 2027	July 27, 2026	Lind
August 23, 2027	August 24, 2026	Ritzville
September 27, 2027	September 28, 2026	Lind
October 25, 2027	October 26, 2026	Ritzville
November 22, 2027	November 23, 2026	Lind
December 16, 2027 (or skip December)	December 17, 2026	Ritzville

11/10/26

LIND SCHOOL DISTRICT
RESOLUTION NO. 2026-27 13

APPROVE THE STUDY & SURVEY FOR
LIND SCHOOL DISTRICT

WHEREAS, it is the desire of the Board of Directors to implement a planning process for the provision of the necessary facilities to meet the educational needs of the patrons of this district, and

WHEREAS, a committee comprised of staff and board members completed a study and survey report in 2026, and

WHEREAS, the resulting study and survey encompassed all elements of planning including: enrollment projections, evaluation of existing facilities, analysis of future educational needs, possible community characteristics affecting the use of the facilities and a measure of the district's financial capabilities, and has been completed for consideration by OSPI and the State Board of education.

THEREFORE BE IT RESOLVED, the Board of Directors does now approve and adopt the Study and Survey report completed in November 2026.

ADOPTED this 16th day of November, 2026.

Lind School District #158

_____ _____
Chair Board Member

_____ _____
Board Member Board Member

_____
Board Member

ATTEST:

_____

Superintendent and Secretary to the Board
Lind School District #158

RITZVILLE SCHOOL DISTRICT
RESOLUTION NO. 2026-27 13

APPROVE THE STUDY & SURVEY FOR
RITZVILLE SCHOOL DISTRICT

WHEREAS, it is the desire of the Board of Directors to implement a planning process for the provision of the necessary facilities to meet the educational needs of the patrons of this district, and

WHEREAS, a committee comprised of staff and board members completed a study and survey report in 2026, and

WHEREAS, the resulting study and survey encompassed all elements of planning including: enrollment projections, evaluation of existing facilities, analysis of future educational needs, possible community characteristics affecting the use of the facilities and a measure of the district's financial capabilities, and has been completed for consideration by OSPI and the State Board of education.

THEREFORE BE IT RESOLVED, the Board of Directors does now approve and adopt the Study and Survey report completed in November 2026.

ADOPTED this 16th day of November, 2026.

Ritzville School District #160-67

_____ _____
Chair Board Member

_____ _____
Board Member Board Member

_____
Board Member

ATTEST:

_____

Superintendent and Secretary to the Board
Ritzville School District #160-67

Consolidated School Improvement Plan 2026-27

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: Lind Elementary School	**Does your school share a building with another school?** Yes ☐ No ☒ **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 3421	**Grade Span:** Pre-School/TK-5th Grade **School Type: Title 1 Elementary School**
Principal: Mr. Don Walker	**Building Enrollment:** 70
School District: Lind School District	**F/R Percentage:** 92.3%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 14.1%
Plan Date: 2026-2027 School Year	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
Foundational

Vision and Mission Statement

Mission: Lind-Ritzville students have GRIT to achieve success through:

- **GROWTH**: In acquiring skills & knowledge.
- **RESILIENCE:** In achieving short- and long-term goals.
- **INITIATIVE:** To be confident risk takers.
- **TENACITY:** To stay positive & follow through.

Vision: Administrators and staff will prepare students for: Lifelong Learning, Rewarding Careers, and Responsible Citizenship.

By Embracing:

- Accountability
- Adaptability
- Academic Excellence

By Committing to…

- Achieving Success by ensuring all students acquire the knowledge & skills needed to succeed beyond graduation.
- Demonstrating Growth by ensuring students consistently meet or exceed learning standards, graduate from High School, and experience measurable postsecondary success.
- Improving Engagement by creating customized, innovating learning experiences with high academic standards and relevance to the changing world.
- Investing resources by engaging in relevant, aligned, and practical professional development in order to optimize achievement and promote caring relationships.
- Increasing Involvement by involving families and communities in promoting high levels of student achievement, respect, & pride in our schools.

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
Mr. Don Walker, Principal	Principal	Principal
Shauna Sanger, Dean of Students	Dean of Students	DAC
Amalia Perez, 4th Grade Teacher	Teacher	4th Grade Teacher
Kristen Miller, 3rd Grade Teacher	Teacher	3rd Grade Teacher
Ana Espinoza		Migrant Recruiter
Kendyl Dodge	Teacher	Title/LAP
Joneel Russell	Teacher	ML
Annie Trunkle-Smart		Counselor

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.

WSIF Cycle 3 Identification Thresholds:
All Schools Threshold: 2.25
Title 1 Threshold: 1.90
ELP Threshold: 9.4
Graduation Rate: 66.7%

4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	4.28	3.15	3.05
Comprehensive Graduation Rate	N/A	N/A	N/A
Student Group			
American Indian/Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A	N/A
Hispanic/Latino	3.05	3.48	2.43
Two or more races	N/A	N/A	N/A
White	4.58	3.45	3.78
English Learner	N/A	N/A	N/A
Low Income	3.10	2.98	2.78
Special Education	N/A	N/A	N/A

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - ELA Proficiency: 36%
  - Math Proficiency: 29.8%
  - Student Growth Percentile ELA: 48
  - Student Growth Percentile Math: 61
- English Learner Progress – 51.4%
- School Quality or Student Success Indicators SQSS

- Regular Attendance: 77.1%

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

To strengthen the implementation of evidence-based interventions, we have identified a clear need for ongoing, curriculum-specific professional development for our staff, focusing heavily on our core ELA and Math programming. Specifically, professional learning will target our Multi-Tiered System of Supports (MTSS) by providing deep-dive training on our designated instructional resources, CKLA for ELA and Bridges for Math, alongside advanced training on utilizing IXL to deliver differentiated practice and skill acquisition. To support these critical instructional shifts, we have already implemented regular Professional Learning Communities (PLCs) and structured data review sessions that are proving to be powerful and effective in driving curriculum alignment, instructional planning, and student engagement strategies. Furthermore, our expanded integration of IXL during core classroom time and dedicated intervention blocks serves as a highly effective, active support system for immediate classroom reinforcement. We measure the success of these initiatives using clear metrics: the consistency and collaborative output of our regular PLC meetings, the observable frequency with which teachers accurately interpret and use student data to guide daily instruction, and the real-time skill acquisition and diagnostic growth data generated by students within the IXL platform.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.
2. How did your school identify these areas of strength and improvement?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?
5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

Our school is dedicated to a holistic support system that addresses the diverse cultural, behavioral, social-emotional, and academic needs of all students. Through a data-driven process, we have identified both key strengths in our current practices and clear areas for strategic improvement. We are committed to robust collaboration between school and community systems to ensure continuity of support, using comprehensive data analysis, including family engagement feedback, to inform our strategies. Our objective is to leverage these insights to enhance existing strengths and deepen dynamic partnerships with students, families, and the community.

Reading Curriculum and Instructional Resources

- Significant gap in access to effective literacy materials identified.
- Implementation of CKLA reading curriculum and UFLI phonics program provides high-quality, research-based instruction.
- Continued use of Bridges Mathematics and IXL for ELA and math ensures consistent, standards-aligned materials for all students.

Professional Development

- Insufficient funding for high-quality professional development was identified.
- Securing ongoing, curriculum-aligned training will enhance instructional quality and ensure consistent implementation of reading, phonics, and math programs.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Mental Health and Social-Emotional Support

- Current staffing and resources are insufficient to meet students' social-emotional needs.
- Expanding access to counselors, SEL programs, and culturally responsive practices will support resilience, well-being, and a positive learning environment.
- PBIS has successfully reduced discipline incidents, improved school climate, and strengthened students' social skills; building on this system will address additional behavioral, cultural, and emotional needs.

Data-Driven Identification of Needs

- Analysis of academic performance, behavior, attendance, and survey data from students, families, and staff identified strengths and areas for improvement.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?
2. What top needs have emerged from multiple data sources?
3. What disproportionalities exist among student groups?
4. What root causes has your team identified for disproportionalities among student groups?
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
6. How do identified needs impact each other?
7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

This is our 3rd year of full implementation of our CKLA curriculum whole group and using the UFLI phonics program for our Title program. These are providing our students with high-quality, research-based instruction. We continue to use Bridges Mathematics for math, as well as IXL for Math and ELA data. We are seeing our data improve as we continue to use these programs. Our math level 3 or above scores went from a 30.6% in 24-25 to a 45.7% in 25-26. Our growth median in Math for 24-25 was 36 and in 25-26 it was at 61.

Our ELA Level 3 or above scores in 2024-25 were at 43.2% and in 25-26 they went down to 40%. Our growth median for ELA in 24-25 was 44.5 and in 25-26 it is now 48.

Through ongoing data analysis, we have identified persistent learning gaps among student groups, particularly related to socioeconomic status, race and ethnicity, and special education. Addressing these disparities remains a top priority as we continue to strengthen equitable access to high-quality instruction and supports. Our math data further indicates a need for more targeted focus on interventions and instructional support to ensure all student groups experience growth in this area.

Section 4: Resource Inequities (Component #1 – Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the **Examining Resource Inequities Tool**. Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Reading Stamina

Priority #2: Math Fact Fluency

Priority #3: Positive Growth Mindset

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions *(*activities, practices, or strategies*)* for SY 2025-26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the Step-by-Step School Improvement Planning and Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids.
A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

***Note**: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

***Note:** For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

SY 2026-2027 SMARTIE Goal #1: **By June 2027, the percentage of K–5 students will increase their reading stamina and show 10 points growth on their IXL ELA scores with a specific focus on closing the achievement gap for students with disabilities (IEP) and Multilingual Learners (ML) by ensuring their benchmark proficiency increases by at least 30 percentage points.**

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	**Data Measures**	**Lead and Timeframe**	**Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.**	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
Daily/Weekly Stamina Minutes Teacher made trackers, books, CKLA readers All students will benefit. They will see the progress that they are making.	***What data will be collected to measure the impact of implementing this EBI?*** Quantitative tracking of the exact number of minutes a class or individual student can read continuously without becoming off-task. ***How will the impact on equitable learning or behavior change be measured?*** Student self-reflections and teacher trackers.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** LES Teachers ***When will this EBI occur?*** Monthly – Stamina Monthly – Student reflections ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.
Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	***For more EBIs cut and paste the prompts to answer below.*** ***What data will be collected to measure the impact of implementing this EBI?*** Standardized reading assessment scores (such as DIBELS, CKLA unit tests, IXL, and/or running records) collected at regular intervals to verify if increased stamina correlates with	***For more EBIs cut and paste the prompts to answer below.*** ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** LES Teachers ***When will this EBI occur?*** IXL and DIBELS -Quarterly CKLA – after units ***When or how often will progress be monitored or***	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

Correlative Literacy Data IXL data, DIBELS data, CKLA test data. All students will benefit. These are all data points that will help students see their progress.	improved reading comprehension and fluency. ***How will the impact on equitable learning or behavior change be measured?*** From data points.	***data reviewed? Be as specific as possible.*** Quarterly		

SY 2026-2027 SMARTIE Goal #2: **By the end of the year students will accurately recall basic math facts (addition, subtraction, multiplication, and division) with at least 90% accuracy through consistent practice and engagement in various activities, with a specific focus on closing the mathematics achievement gap for economically disadvantaged students and students with disabilities (IEP.)**

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Our mid-year data should show that students have mastered a predictable portion of their facts and that our equity gap is narrowing. For the overall student population, we should expect students to demonstrate at least 60% to 70% accuracy on comprehensive basic math fact assessments, or complete mastery of the first two targeted operations, such as addition and subtraction. For our economically disadvantaged students and students with disabilities (IEP), mid-year benchmarks should reveal that these subgroups are outperforming their historical growth trajectories, ideally showing an accelerated growth rate that begins to close the percentage gap between them and their peers. Additionally, classroom indicators should show that students are actively participating in daily, targeted math fact fluency practice, and teachers should have individual progress-monitoring data confirming that specialized interventions for IEP students are consistently being delivered.
Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*
End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

Online math games and math apps that focus on math facts in a fun and engaging way that offer a varied level of difficulty will be used. IXL, Prodigy, Splash Math, Extra Math All student groups, they will have the same access to all of their peers.	***What data will be collected to measure the impact of implementing this EBI?*** Informal observation and IXL bench mark growth ***How will the impact on equitable learning or behavior change be measured?*** Informal observation and IXL bench mark growth	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** LES certified teachers ***When will this EBI occur?*** Quarterly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Quarterly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.
Students will have monthly ongoing fluency checks to monitor their progress. Math fact sheets, activities, digital tools. All student groups, they will have the same access as all of their peers.	***What data will be collected to measure the impact of implementing this EBI?*** Math fact fluency checks ***How will the impact on equitable learning or behavior change be measured?*** Data from math fact fluency checks.	***For more EBIs cut and paste the prompts to answer below. Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** LES certified teachers ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #3: **By the end of the school year, 100% of the students will demonstrate a positive growth mindset and perseverance in assessments and learning challenges, as evidence by increase of at least 20% in resilience-related behaviors (e.g. reattempting difficult tasks, utilizing feedback to improve, and setting personal learning goals) on monthly mindset and perseverance surveys.**

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

We expect to see steady, incremental growth in both our survey data and daily classroom habits, rather than the full end-of-year target. Quantitatively, our monthly surveys should show roughly a 10% increase in resilience-related behaviors, indicating we are halfway to our final 20% goal. Additionally, we should see about 45% to 50% of our students consistently meeting these growth criteria on their monthly check-ins, establishing a strong upward trajectory toward our final 90% classroom goal.
This data should manifest as visible behavioral shifts during daily lessons and rigorous assessments. We should notice fewer students giving up immediately on difficult tasks, an increase in students actively using teacher feedback to revise their work, and a greater ability among students to articulate their own personal learning goals.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	**Data Measures**	**Lead and Timeframe**	**Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.**	**End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.**
Classroom teachers will model a positive attitude about assessments. Character Strong curriculum and classroom morning meetings. All students, they will all have access that their peers have access to.	***What data will be collected to measure the impact of implementing this EBI?*** Informal surveys and student surveys. ***How will the impact on equitable learning or behavior change be measured?*** We will see the trend of positive student growth in how they view a difficult task.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Lind Elementary Certified Teachers, support staff, counselor, and Dean of Students. ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or***	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

		data reviewed? Be as specific as possible. Quarterly		
Classroom teachers will give feedback to students on relevance of assessments. Marzano Proficiency Scales All students, they will all have access that their peers have access to.	***What data will be collected to measure the impact of implementing this EBI?*** Proficiency Scales and Rubrics ***How will the impact on equitable learning or behavior change be measured?*** We will see the trend of positive student growth in how they view a difficult task. – When a student knows what they need to do to get a good grade, they will have a positive outlook on getting the task done.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Lind Elementary Certified Teachers ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Quarterly	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2026–2027, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning

communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?
Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?
Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.
Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?
Click or tap here to enter text.

Section 8: 2026–2027 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2026–2027, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

   Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2027-2028 SIP.
   Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2026–2027) positively impact student outcomes in pursuit of its associated SMARTIE Goal?
   Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.
   Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2027–28?
   Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?
   Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2027–28.
   Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2026-27)

***NOTE**: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **"not applicable"** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Click or tap here to enter text.
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Click or tap here to enter text.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* Click or tap here to enter text.

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2026-27)

***NOTE**: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **"not applicable"** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

TITLE I, PART A SCHOOLWIDE PLAN	
Name of District/Building: Ritzville Grade School	**Date: 2026-2027**
Mission Lind-Ritzville students will have the G.R.I.T. to achieve success through—Growth in acquiring skills & knowledge— Resilience in achieving short and long-term goals—Initiative to be confident, creative risk-takers—Tenacity to stay positive and follow-through.	**Vision** Administrators & Staff will prepare students for: Lifelong Learning, Rewarding Careers, and Responsible Citizenship…BY EMBRACING…Accountability, Adaptability & Academic Excellence BY COMMITTING to… ACHIEVING SUCCESS-by ensuring all students acquire the knowledge and skills needed to succeed beyond graduation. MISSION VISION DEMONSTRATING GROWTH-by ensuring students consistently meet or exceed learning standards, graduate from HS, and experience measurable post-secondary success. IMPROVING ENGAGEMENT- by creating customized, innovative learning experiences with high academic standards and relevance to the changing world. INVESTING RESOURCES-by engaging in relevant, aligned, and practical professional development in order to optimize student achievement and promote caring relationships. INCREASING INVOLVEMENT-by involving families and communities in promoting high levels of student achievement, respect and pride in our schools.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	During our beginning of the year PLC time, our staff reviewed and analyzed our district and building assessment data as well as the state SBA data. We looked at our District Strategic Plan, SBA, MAP, discipline and classroom data and discussed our spring staff and family surveys as well as went over information gathered from our Title 1 Parent Advisory meeting. We broke into grade bands to focus on strengths and areas of improvement for K-2 and 3-5. Based on the data collected, we created goals for student achievement centered around specific academic areas/strands in ELA and Math.
Do	The Ritzville School District provides education for students preschool through twelfth grade. Ritzville Grade School, Lind-Ritzville High School and the District Office reside on Ritzville's campus. The Lind-Ritzville Middle School is located on Lind's campus. We formed an academic co-op in 2012-2013. The schools share buildings and staff works collaboratively to provide a quality education experience for our students. The school system works closely with community resources and is grateful for the community's volunteers and financial support. Many of Ritzville's citizens attend concerts, assemblies and extra-curricular activities. Ritzville Grade School serves 166 PK-5 students. Lind-Ritzville Middle School serves 121 students in grades 6-8 and Lind-Ritzville High School serves 168 students. We serve approximately 36 students through our PK, TK, and ECEAP programs. 38 students attend the Lind-Ritzville Academy and 4 students attend our Lind- Ritzville Connect program. Ritzville School District's free and reduced percentage is 51.9%.

TITLE I, PART A SCHOOLWIDE PLAN	
	We use Common Core aligned curriculum to support the areas of ELA and Math. We use Amplify CKLA ELA, UFLI, and Bridges Math which includes an intervention component. Our District Strategic Plan, school-wide goals, grade band goals and grade level goals address the needs of the whole child. These goals are centered around academic achievement and the social/emotional needs of each child.
Study	After reviewing our data, it was evident that our students had areas of concern in ELA and Math. **Strengths** ● Designated PLC time (1 Friday/Month) ● Academic Fridays (1 Friday/Month) ● Intervention Opportunities ● HiCap Groups (WeeklyAcademic Fridays) ● Math Recovery ● Project Based Learning ● UFLI Phonemic Awareness Emphasis ● Professional Development centered around new ELA Standards ● Professional Development centered around new Math Standards ● Character Strong Curriculum ● Kelso's Choice Curriculum ● Teachers setting high expectations for students ● Forms of Communication for LRCS families ● Attendance-Parent Family Engagement Activities ● Teacher-iPads/Students-1-1 Chromebooks/Promethean Boards/Lightspeed Audio Systems ● PBIS fully implemented ● Integration of Community Library Services within the school day **Areas of Improvement** ● K and 1st ELA-Reading Foundations ● 2nd-5th-ELA-Informational Text ● K-1st-Math-Operations and Algebraic Thinking ● 2nd-5th-Math-Number and Operations and Operations and Algebraic Thinking ● Gather ideas for best way to host Fall Parent Information Night (in-person, online, informational packets) ● Continue to investigate topics of interest for Parenting Classes/Informational Nights ● Further Development of HiCap Program ● Investigate Student-Led Conferences ● Updating Standards-Based Report Card
Adjust	Through the use of collaborative practice, based on data and staff reflection, we use PLC Fridays to address our areas of need. Based on our areas of need, we focus on a continuous cycle of inquiry and data review. We will adjust our plan and intervention focus as needed based on our data. Reading and Math intervention are provided through Title/LAP small group instruction 3-4 times per week for 30 minute sessions.

TITLE I, PART A SCHOOLWIDE PLAN	
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	Our PLC Friday work is developed around our areas of need. We use ELA and Math Best Practices to plan and implement our Tiered support to meet the needs of our students.
Do	As a result of our comprehensive needs assessment, the following academic goals have been developed: **K ELA** All Kindergarten students will show growth and/or score an 80% or higher on CVC words on the ESGI assessments. **1st ELA** All students will show growth and/or score an 80% or higher on the 10 ESGI ELA assessments. **K and 1st ELA** All Kindergarten and 1st grade students will show growth and/or meet the EOY grade level RIT score on the NWEA Reading Assessment in the area of Foundational Skills. **2nd-5th ELA** All students will show growth and/or meet the EOY grade level RIT score on the NWEA Reading Assessment in the area of Informational Text. All students will show growth and/or score an 80% or above on two Readworks informational text assessments. **K and 1st MATH** All students will show growth and/or meet the EOY grade level RIT score on the NWEA Math assessment in the area of Operations & Algebraic Thinking. All students will show growth and/or score Basic or Proficient in the area of Operations and Algebraic Thinking on the Math Screener. **2nd and 4th MATH** All 2nd and 4th grade students will show growth and/or meet the EOY grade level RIT score on the NWEA Math assessment in the area of Number and Operations. All 2nd and 4th grade students will show growth and/or score an 80% or above on the Number and Operations Bridges Unit. **3rd and 5th MATH**

TITLE I, PART A SCHOOLWIDE PLAN	
	All 3rd and 5th grade students will show growth and/or meet the EOY grade level RIT score on the Math NWEA assessment in the area of Operations and Algebraic Thinking. All 3rd and 5th grade students will show growth and/or score an 80% or above on the Operations and Algebraic Thinking Bridges Unit
Study	At Ritzville Grade School, we analyzed our SBA and NWEA MAP assessment data. We reviewed our strengths and areas of concern. We compared this data to years past. Beginning of the year assessments, including Reading and Math NWEA MAP assessments, MAP Fluency, WA Kids, ESGI, Math Recovery Screeners and Phonics Screeners, as well as Spring 25-26 SBA data were used to determine students in need of extra support as well as those who were progressing. We also looked at the progress of our student groups based on ethnicity, SPED, homeless, and economic status. We will use ELA and Math Power Standards to dissect our Math and ELA curriculums. We will look for holes and gaps in which we will need to use supplemental materials in order for our students to meet the new standards. We will utilize our building counselor for social/emotional learning opportunities and to implement the Character Strong curriculum. We will also use ESD 101's Behavioral Specialist/Analyst for extra support.
Adjust	**<u>K-1st ELA</u>** ● Teachers will provide small group instruction in areas students are not reaching grade level. ● Grade level centers will be implemented to teach and refine missing skills. ● Integrate Foundational Skills strategies into classroom lessons, intervention and enrichment activities. ● Use supplemental materials/online programs such as IXL. **<u>2nd-5th ELA</u>** ● Integrate Reading Informational Text reading strategies into classroom CKLA lessons, entry tasks, intervention and enrichment activities. ● Use supplemental materials/online programs such as IXL and Readworks. ● Project Based Learning activities **<u>K-1st MATH</u>**

- Teachers will provide small group instruction in areas students are not reaching grade level.
- Grade level centers will be implemented to teach and refine missing skills.
- Integrate Operations and Algebraic Thinking strategies into classroom Bridges lessons, intervention and enrichment activities.
- Use supplemental materials/online programs such as IXL.

2nd-5th MATH

- Integrate Operations and Algebraic Thinking and Number and Operations skills and strategies into classroom Bridges lessons, entry tasks, intervention and enrichment activities.
- Use supplemental materials/online programs such as IXL and Imagine Math.

SOCIAL/EMOTIONAL
Character Strong
Kelso's Choice

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

Parent Communication
LRCS District Website
LRCS Monthly Newsletter
RGS Monthly Newsletter
RGS School Facebook Page
Classroom Newsletters
Monthly Menus
Presentations at School Board Meetings
Classroom Information Packets
School Bulletin Boards
Skyward/Qmlativ Access
Phone Calls/Emails to Families
Students' Daily Planners
Parent Square
Report Cards
Fall/Spring Conferences
Parent/Student Handbook
Title 1 Parent Meetings
Title 1 Parent Involvement Policies

Parent and Family Engagement
Bronco PRIDE Assemblies

TITLE I, PART A SCHOOLWIDE PLAN	
	Classroom Volunteers Open House Goodies with Grandparents Breakfast Donuts with Dudes Fall Festival Coffee with Superintendent RGS Family Night Music Concerts Ready Rosie Raising a Reader Boxtops Kindergarten Screening Meetings Child Find Mobile Dental Screening Vision, Hearing and Health Screenings Missoula Children's Theater Donuts with Darlings Field Day Field Trips **<u>Social Support</u>** District Counseling Services Bronco PRIDE Assemblies Bronco Bucks Bronco Store/Experiences Character Strong Kelso's Choice ESD 101's Behavioral Specialist/Analyst **<u>Community Resources</u>** Ritzville Public Library provides services to our students and their families. -Lessons during the school day -Summer Reading Program -After School Library Programs-Transportation Provided Ritzville Food Bank Food Drive School Supply Drive LRHS Cooperation Supporting Elementary Programs East Adams Rural Healthcare Ritzville and Adams County Fire Departments EMTs Adams County Debbie Chapman-Child Youth Services
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	We use state SBA and district NWEA MAP data to drive our instruction and identify students' needs.

TITLE I, PART A SCHOOLWIDE PLAN	
	We use district-wide Amplify CKLA ELA curriculum and Bridges Math curriculum. Students use IXL and UFLI to support our curriculum. All students receive core ELA instruction for 90-120 minutes per day. All students receive core Math instruction for 60-90 minutes per day. All students receive differentiated ELA/Math instruction through our Intervention programs 30 minutes/day, 3-4 times per week. Tier 2 and 3 students are provided with 30 minutes/day of additional support in ELA and/or Math 3-4 days per week from Title 1/LAP staff.
Do	Progress Monitoring and Tiered System of Intervention
Study	During PLC time, MTSS Meetings, and Staff Meetings, we analyze data to improve instruction and student performance. When analyzing student data, these factors are taken into consideration: ● Attendance Rates ● ACES ● Poverty-Homeless ● Discipline (Disaggregated data) ● Counseling/Mental Health Needs ● Special Needs (IEP/504) ● Behavioral Challenges (Tier 1-3 supports and plans developed and implemented)
Adjust	Academic Support: ● Lessons are aligned to State Standards ● Classroom Learning Targets are posted ● Project Based Learning is implemented ● Use of rubrics by students and teachers ● Formative and Summative assessments are used to collect data ● Data is collected to identify individual students' needs ● Intervention is provided through Title 1/LAP, Special Education and General Education Support ● Academic Fridays ● Supplemental Curriculum: IXL, UFLI, Mystery Science and Mystery Writing ● Utilize interventions and screeners for therapy services Behavior Support: ● Incentives are implemented to support positive behaviors (Bronco Bucks, Bronco P.R.I.D.E. Store, Experiences and Monthly PRIDE Awards-Parents Invited) ● Counseling support through Ritzville School District ● MTSS Team ● Character Strong ● Kelso's Choice Parent and Family Involvement:

TITLE I, PART A SCHOOLWIDE PLAN	
	● Communicate with parents through District Webpage, District Newsletter, Ritzville Grade School Monthly Newsletters, RGS Facebook page, Classroom Newsletters, Parent Square, and Daily Planners ● Fall/Spring Conferences ● Bronco PRIDE Assemblies ● Music Concerts ● Goodies with Grandparents Breakfast ● Donuts with Dudes ● Fall Festival ● Coffee with Superintendent ● RGS Family Night ● Ready Rosie ● Raising a Reader ● Boxtops ● Kindergarten Screening Meetings ● Child Find ● Mobile Dental Screening ● Vision, Hearing and Health Screenings ● Missoula Children's Theater ● Donuts with Darlings ● Field Day ● Field Trips
COMPONENT#4: PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	By operating a schoolwide program, all students are eligible to receive Title 1 services. Title 1 services are supplemental to basic instruction. Funding allows us to serve more students with greater flexibility. We combine federal, state and local resources to provide a well-rounded educational program based on students' needs. By combining and strategically leveraging funds, we continue to build capacity to serve and meet the needs of all our students.
Do	Classroom teachers, Title 1/LAP intervention specialists, paraeducators and Special Education staff work together to address students' needs. Students in need of intervention are identified through our state, district and classroom assessment data as well as our Special Education referrals and 504's. Combining Title 1 Part A, LAP, LAP Poverty, Special Education and basic general education funds, allow us to meet the needs of all of our students.
Study	Analysis of our student achievement data, current intervention program data, discipline data, social/emotional data and parent input determines the effectiveness of our current supplemental services.
Adjust	Continue to leverage financial resources in order to build capacity to provide multi-tiered support to all of our students. Also, to provide Tier 3 support to all of our students at or below grade level in reading and/or math. See attached matrix.

2026-2027 Funding Matrix

PROGRAM	AMOUNT	Intent and Purpose/Activities Implemented
Basic Ed.	$1,298,921	Provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed. We used these funds to implement core classroom instruction in all subject areas (ELA, Math, Science, and Social Studies). Funds supported classroom teachers' salaries, curriculum materials, books, differentiated instruction, small-group learning, and enrichment opportunities aligned with state standards.
Title I, Part A	$86,356	Provide all children with significant opportunities to receive a fair, equitable, and high-quality, well rounded education and to close educational achievement gaps. We used these funds to implement targeted reading and math interventions for students performing below grade level. Funds supported the Title I teacher and paraeducator salaries, provided supplemental instructional materials, and funded family engagement activities such as *Donuts with Dudes*, *Donuts with Darlings and RGS Family Night*. Title I also supported data-driven instruction and progress monitoring practices.
Title II, Part A	$12,543	Preparing, training and recruiting effective teachers, principals and other school leaders. We used these funds to support new teacher and principal training, TPEP professional development, and instructional coaching and mentoring. Title II funds also supported staff attendance at ESD workshops and our Mentor-Mentee Program for first-year teachers to strengthen instructional practice and leadership capacity.
Title IV, Part A	$9,492	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology. We used these funds to implement technology and digital learning programs such as IXL and Imagine Math Facts, and to cover ESD technology support services. Funds also supported SEL initiatives, student engagement activities, and professional development related to technology integration and digital literacy.
LAP/LAP Poverty	$188,017	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not met, or are at risk of not meeting state/local graduation requirements. We used these funds in part for Title/ LAP teacher and para salaries and to implement reading and math intervention blocks, support paraeducators and intervention teachers, and purchase supplemental materials for at-risk students. Funds were also used for progress monitoring tools, family communication, and academic data tracking to support student growth.
Levy/Local Funds	$434,875	We used these funds to staff P.E., Music, and Library teachers and paraeducators, and to support school assemblies, student experiences, PBIS events (Bronco P.R.I.D.E.), and instructional supply needs. Levy funds also supplement building operations and student-focused activities that strengthen school culture.

2026-2027 School Improvement Plan
Lind-Ritzville Middle School



Building Level Smart Goal

During the 2026–27 school year, we will research and implement strategies to build a student-centered environment that fosters GRIT, active engagement, and a shift from simple completion to true mastery. To support this growth, we will explore innovative approaches to accurately assess student knowledge and track standards-based proficiency. Simultaneously, we will strengthen our school culture by driving active participation both within the school hours and across extracurricular activities.

2026-2027 LRMS SIP Goals

- **Attendance:** Increase regular attendance to 70%.
- **Math State Testing:** Increase math foundational skills to 58% on the SBAC.
- **English State Testing:** Increase ELA foundational skills to 65% on the SBAC.
- **Growth:** Achieve 70% of students demonstrating one year of growth in reading (IXL) and math (i-Ready).

2025-2026 LRMS Data

- **Regular Attendance:** 63.5% regular attendance rate.
- **Math State Testing:** 53.1% showing foundational skills in mathematics on the SBAC.
- **English State Testing:** 57.1% showing foundational skills in ELA on the SBAC.
- **Growth:** 60.6% of students demonstrating one grade level of academic growth in reading and math (i-Ready).

SIP Strategy	Resources	Implementation Indicators	Evidence / Outcome	Work Plan Frame	Goal Areas
Academic Intervention and Support Fridays Students with failing grades are expected to attend a monthly Friday academic intervention and support session to raise their grades. Once their work is up to date, both attending students and those already passing may participate in an optional activity.	Staff Grade Check List School Curriculum	Regular tracking of grades and attendance to Academic Intervention and Support Fridays	Friday Student Attendance Student Grades Student and Parent Feedback Staff Feedback	Achieving Success Demonstrating Growth Investing Resources	Building Level State Tests Growth

2026-2027 School Improvement Plan
Lind-Ritzville Middle School

Bulldog Period Full weeks include a 25-minute period for SEL lessons, GRIT challenges, assemblies, and class meetings.	Teachers SEL Lessons SchooLinks Support Staff Awards ASB	Student feedback and routine check-ins on Bulldog Period activities to identify potential adjustments.	Student Feedback Staff Feedback Student SEL Surveys	Improving Engagement	Building Level
Bulldog Newsletter Monthly newsletters to share upcoming events, home tips, and celebrate successes.	Parent Square Facebook School Website	Family engagement monitored through Parent Square newsletter view counts.	Parent Square Data Family Feedback	Increasing Involvement	Building Level Attendance State Tests Growth
Chronically Absent Student Support Strategies Tiered outreach for chronically absent students (letters, parent meetings, home visits).	Staff School Vehicles District Letters on Attendance	Regular attendance report reviews and tiered escalation as needed.	Student Attendance Reports Student SEL Surveys Parent and Student Feedback Counselor Feedback	Increasing Involvement	Building Level Attendance State Tests Growth
Counselor Student Support Strategies Regular SEL support sessions for identified struggling students.	School Counselor Parental Support	Behavioral checks, counselor visit sign-up rates, contact logs, and observations.	Student SEL Surveys Student and Parent Feedback Counselor Feedback	Improving Engagement Increasing Involvement	Building Level Attendance
Course Catalog and Handbooks Web-posted course profiles explaining course learning objectives.	Teachers School Website	Parent night feedback and newsletter link tracking.	Student and Parent Feedback Teacher Feedback	Increasing Involvement	Building Level State Tests Growth

2026-2027 School Improvement Plan
Lind-Ritzville Middle School

Grade Check Interventions Pull-out support for students on the F-list and students that are regularly struggling.	Support Staff Classroom Curriculum Use of Learning Center	Weekly Friday F-list eligibility reports.	Students on the F-list Teacher Feedback Student Grades	Achieving Success Demonstrating Growth Investing Resources	Building Level State Tests Growth
LEAD Program 6th-grade drug, alcohol, and violence prevention taught by Sheriff's Deputy.	Teachers Adams County Sheriff LEAD Curriculum	Tracking discipline data related to drug, alcohol, and violence.	Student Feedback Staff Feedback Student Discipline Data	Improving Engagement Investing Resources Increasing Involvement	Building Level
LRMS Awards Regular student recognition matching school theme and Academic Achievement at assemblies.	School Administrator Bulldog Period School Facebook	Observations of awarded students and student engagement.	Student Feedback Staff Feedback	Achieving Success Improving Engagement	Building Level
LRMS Theme School-wide integration of theme: Lead by example, Relentlessly Motivated, which all leads to Success.	School Staff Bulldog Period School Handbooks Parent Square	Observations of theme integration and student modeling in daily actions.	Student Feedback Staff Feedback Student Surveys	Improving Engagement	Building Level
Mastery Based Learning Commitment Continue implementing mastery-based learning concepts.	Staff Marzano Resources MBLC Resources	Student and staff feedback, self-assessments, grades, and reflections.	Student Feedback Staff Feedback Student Grades	Achieving Success Demonstrating Growth Improving Engagement Investing Resources Increasing Involvement	Building Level State Tests Growth

2026-2027 School Improvement Plan
Lind-Ritzville Middle School

MINGA Platform for PBIS, hall passes, and tardy management.	Staff MINGA Platform	System reports tracking PBIS behavior, hall pass, and tardy trends.	MINGA Reports Student Feedback Staff Feedback	Improving Engagement Investing Resources Increasing Involvement	Building Level
Open House and Parent Night Beginning-of-year Open House and Parent Night events.	Staff School Handbooks Parent Square School Facebook	Parent feedback on event success and areas for improvement.	Family Feedback Student Feedback	Increasing Involvement	Building Level
Outdoor Learning Grade-level trips: 6th (Camp Wooten), 7th (Grand Coulee Dam), 8th (Lake Coeur d'Alene).	Grants School Bussing Staff Parents Outdoor Camp Materials	Staff observations of environmental appreciation and feedback from staff/parents.	Student Feedback Family Feedback Staff Feedback	Demonstrating Growth Improving Engagement Increasing Involvement	Building Level
Mastery-Based Focused Professional Development Professional development focused on mastery-based learning, featuring practical tools for using proficiency scales, boosting student engagement, and assessing student understanding.	Marzano's Critical Concepts Marzano Resources Staff	Classroom implementation checks and student self-reflection observations.	Student Feedback Family Feedback Staff Feedback Student Grades and Test Scores	Achieving Success Demonstrating Growth Investing Resources	State Tests Growth

2026-2027 School Improvement Plan
Lind-Ritzville Middle School

State Assessments and Growth Diagnostics Annual SBAC state testing and 3x/year i-Ready Math and IXL Reading diagnostic testing.	i-Ready/IXL Individualized Instruction i-Ready /IXL Diagnostic State Test Preparation Materials State SBAC Staff	Tri-annual diagnostic tracking to monitor progress toward proficiency.	i-Ready/IXL Individualized Data i-Ready/IXL Diagnostic Data State SBAC Data	Achieving Success Demonstrating Growth Investing Resources	State Tests Growth
Student-Led Conferences and Spring Exhibition Fall student-led conferences and Spring student work exhibition.	Staff Families Students Student-Led Conference Materials	Attendance tracking and post-event family survey reviews.	Family Feedback Staff Feedback	Improving Engagement Increasing Involvement	Attendance State Tests Growth
Student Voice Forums ASB and staff-developed forums during Bulldog Period to gather student input.	Bulldog Period Students Staff ASB	Student feedback regarding policy/culture adjustments.	Student Feedback	Increasing Engagement	Building Level
Support Elective Class An academic intervention elective for struggling students. The class is mandatory for anyone with a failing grade the previous semester, but optional for any student or parent seeking extra academic support.	Classroom Curriculum Teachers	Tri-annual i-Ready Math and IXL Reading diagnostics, along with grade checks.	Teacher Feedback Growth Diagnostic Data Student Grades	Achieving Success Demonstrating Growth Investing Resources	State Tests Growth

School Improvement Plan–Lind Ritzville High School

Building Level Smart Goal: During the 2026-27 school year, we will research and implement strategies to promote a student-centered environment with increased **student engagement** wherein students adopt an achievement versus completion mindset, resulting in an increase in both student participation and proficiency on standards-based assessments.

2026-27 SIP Goals

1. Maintain Graduation Rate at 95%
2. SBA ELA Goal - Increase L3,4 Percent Proficient by 5%
3. SBA Math Goal - Increase L3,4 Percent Proficient by 5%
4. Freshman School Success: Increase to 95% of Freshman with at least 6.5 credits

Previous Year's Results

2026 Grad Rate: 95%
SBA L2/3/4 ELA: 72%
SBA L2/3/4 Math: 54%
Freshman: 90%

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"	Monthly professional development session: Review and refine proficiency scales and Level 3 expectations.	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	Monthly professional development session: Identify one assignment that can be redesigned around evidence of learning.	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	Monthly professional development session: Develop one student reflection opportunity tied to proficiency scales.	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	Monthly professional development session: Review and improve one parent communication about achievement-based grading.	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	Monthly professional development session: Identify one engagement strategy to implement and reflect on its effectiveness.	Student Engagement
Establish accountability pods with engagement goals	Goal Setting Worksheet	Monthly pod updates; goals submitted to principal	Growth in teacher-selected engagement practices	Monthly professional development session: Share pod progress and identify one next step toward individual engagement goals.	Student Engagement
Develop & use an Engagement Walkthrough Tool	Walkthrough Tool	Walkthrough data collected 2–3× per semester	Increase in collaborative learning and student talk	Monthly professional development session: Review walkthrough data and identify common engagement trends.	Student Engagement
Implement 3–4 high-leverage engagement structures	List of Engagement Structures	Visible in walkthroughs (QFT, partner talk, choice tasks)	Increase in authentic engagement; less passive compliance	Monthly professional development session: Share and practice one	Student Engagement

schoolwide				high-leverage engagement strategy.	
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 professional development session: Participate in a staff wellness activity.	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 professional development session: Review staff feedback and identify one area for improvement.	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 professional development session: Reflect on the effectiveness of protected planning time and PLC routines.	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	Existing proficiency scales and rubric blueprints	All teachers submit Level 3 blueprint	Alignment between instruction & assessment	Monthly professional development session: Review and refine one Level 3 rubric blueprint.	Proficiency Scales
Increase alignment between learning targets, instruction, and scales	Learning targets, proficiency scales, and instructional materials	Scales referenced during lessons	Greater clarity; reduced content overload	Monthly professional development session: Audit one lesson for alignment between the learning target, instruction, and scale.	Proficiency Scales
Collect student artifacts demonstrating scale-based feedback	Student work samples and feedback rubrics	Samples collected 2–3× per year	Improved feedback quality	Monthly professional development session: Bring one student work sample and examine the quality of feedback.	Proficiency Scales
Conduct department calibration	Shared rubrics and student work samples	Calibration notes and shared scoring samples	Consistent grading practices	Monthly professional development session: Collaboratively score one student work sample using a shared rubric.	Proficiency Scales
Interventions					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Maintain monthly child-study team	Student achievement, attendance, and intervention data	Weekly agenda & student reviews	Faster response to academic issues	Monthly professional development session: Review student data and identify students needing additional support.	Interventions
Build progress-monitoring dashboard	SchooLinks and Qmlativ reporting tools	Dashboard used via Schoolinks and Qmlativ	Real-time tracking improves intervention fidelity	Monthly professional development session: Review dashboard data and identify one intervention adjustment.	Interventions
Strengthen Tier II Read/Math for Success	Read/Math for Success materials and student progress data	Weekly placement list updates	Reduced D/F rates	Monthly professional development session: Review intervention progress and identify	Interventions

				students needing additional support.	
Improve Tier III after-school program	Attendance data, credit tracking, and intervention records	Attendance logs; parent contracts	Higher credit recovery success	Monthly professional development session: Review student participation and credit recovery progress.	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	Monthly professional development session: Share one strategy for recognizing student contributions and strengthening belonging.	School Culture
Monthly Principal Challenges	Student Input Survey	Summaries to staff each quarter	Increased belonging	Monthly professional development session: Review student voice and feedback to identify one opportunity to improve school culture.	School Culture
Review co-curricular access annually	CTE Quarterly Agenda	Enrollment/participation data	Increased equity in access	CTE Meetings: Review participation data and identify opportunities to improve equitable access.	School Culture
Postsecondary Readiness					
SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Action Plans and Professional Development	Goal Areas
Implement SchooLinks Scope & Sequence	Scope and Sequence	Calendar used during mentoring	HSBP completion increases	Monthly professional development session: Review SchooLinks activities and ensure alignment with HSBP benchmarks.	Postsecondary Readiness
Bi-Monthly mentor meetings	Schoolinks	Mentor Meet Ups / checks	Students meet annual HSBP benchmarks	Monthly professional development session: Review mentor meeting expectations and student HSBP progress.	Postsecondary Readiness
Increase FAFSA completion	Schoolinks Reporting	Tracking dashboard	FAFSA ≥ 85%	FAFSA Nights: Review completion data and identify students needing additional assistance.	Postsecondary Readiness
Increase CiHS equity	Qmlativ Enrollment Reports	Enrollment by subgroup	Improved access for underserved students	Staff Meetings: Review enrollment data and identify opportunities to increase student access.	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	Monthly professional development session: Share one practical AI tool or application for classroom use.	AI Innovation

Use AI to support differentiated task design	Teacher AI Tools	Unit plans document AI use	More personalized instruction	Monthly professional development session: Explore one way AI can help differentiate a classroom task.	AI Innovation
Publish Ethical AI Use Poster for students	Canva and ChatGPT	Poster visible in classrooms	Lower incidents of AI misuse	Monthly professional development session: Review responsible AI expectations and identify ways to reinforce them with students.	AI Innovation
Provide AI-assisted rubric/feedback tools	Teacher AI Tools	Teachers use AI for feedback	Faster, clearer feedback to students	Monthly professional development session: Explore one AI tool to improve rubric development or student feedback.	AI Innovation

Meeting Conduct, Order of Business and Quorum

The board will schedule its meetings in compliance with the law, and as deemed by the board to be in the best interests of the district and community. The board will function through (1) regular meetings, (2) special meetings, and (3) emergency meetings.

Regular Meetings
Regular meetings are held at 6:30 p.m. on the fourth Monday of each month; with even months being at the Lind-Ritzville High School Commons and odd month in the Lind-Ritzville Middle School Cafeteria. An agenda of the business that the board will transact will be posted on the district website, or the website shared or hosted by another public agency not less than twenty-four (24) hours in advance of the published start time of the meeting.

If the board adjourns to times other than a regular meeting time, the board will provide notice of the meeting in the same manner as provided for special meetings. All regular meetings of the board will be held within the district boundaries. In cases of emergency, fire, flood, earthquake, or other emergency, the presiding officer *chair/president* may provide for a location other than that of the regular meeting, a remote meeting with no physical location, or a meeting at which physical attendance is limited. In the instances of remote or limited in-person meetings, the District will provide real-time telephonic, electronic, internet, or other readily available means of remote access that do not require an additional cost to access the meeting. The district will hold remote or physical attendance limited meetings only in cases of emergency declared as previously stated.

Special Meetings
Special meetings may be called by the *chair/president* or at the request of a majority of the board members. A written notice of a special meeting, stating the time and place of the special meeting and the business to be transacted will be delivered to each board member. Written notice will also be delivered to each newspaper and radio or television station that has filed a written request for such notices. Written notice may be delivered personally, by mail, facsimile, or email. The notice must be posted on the district's website unless the district (1) does not have a website or share a website with, or have its website hosted by, another public agency; (2) employs no full-time equivalent employees; or (3) does not have an employee whose job description or employment contract provides a duty to maintain or update the website.

The district must also prominently display the notice at the main entrance of the district's headquarters as well as at the location of the meeting if the meeting is held at a location other than the headquarters and is not held as a remote meeting. During a declared emergency that prevents a meeting from being held in person with reasonable safety, the district may post notice of a remote meeting without a physical location on the district website, or the website hosted or shared by another agency.

All required notices must be delivered or posted not less than twenty-four (24) hours prior to the meeting.

A board member waives the written notice requirement if that board member:

1. Submits a written waiver of notice to the board secretary at or prior to the time the meeting convenes. The waiver may be given by telegram, fax, or email; or

2. Is actually present at the time the meeting convenes.

The board will not take final disposition on any matter other than those items stated in the meeting notice. If the district calls a special meeting of the board to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage, or when the required notice cannot be posted or displayed with reasonable safety, including but not limited to declared emergencies in which

travel to physically post notice is barred or advised against, the board may meet immediately with no prior notice.

Emergency Meetings

If the district determines, by reason of fire, flood, earthquake, or other emergency, that there is a need for expedited action by the board to meet the emergency, the *chair/president* may provide for a meeting site other than the regular meeting site, for a remote meeting without a physical location, or for a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency. The *chair/president* may provide for an emergency meeting without providing notice.

If, after the declaration of an emergency by a local or state government or agency, or by the federal government, the district determines that it cannot hold a board meeting with its members or with public attendance in person with reasonable safety because of the emergency, the district will either:

1. Hold a remote meeting without a physical location, or

2. Hold a meeting at which the physical attendance by some or all members of the public is limited due to the declared emergency.

Members of the board may appear at a remote meeting telephonically or by other electronic means that allows for real-time, remote communication.

For a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, the district must provide an option for the public to listen to the proceedings telephonically or by using a readily available alternative in real-time that does not require any additional cost for participation. Free readily available options include, but are not limited to, broadcast by the public agency on a locally available cable television station that is available throughout the jurisdiction or other electronic, internet, or other means of remote access that does not require any additional cost for access to the program. The district may also permit the other electronic means of remote access.

The district will provide notice for remote meetings or meetings at which the physical attendance by some or all members of the public is limited due to a declared emergency according to this Policy. The notice for meetings pursuant to a declared emergency must include instructions on how the public may listen live to proceedings and how the public may access any other electronic means of remote access offered by the district.

The district will not take final disposition on any matter during a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency unless the district has provided an option for the public to listen to the proceedings, except for an executive session, pursuant to this Policy.

Public Notice

The board will give proper public notice for any special meeting whenever a regular meeting is adjourned to another time. The board may provide notice for an emergency meeting in accordance with this Policy.

All meetings will be open to the public with the exception of executive or closed sessions authorized by law. The board will take final action resulting from executive session discussions during a meeting open to the public as required by law.

Individuals with disabilities who may need a modification to participate in a meeting and those who may have difficulty physically attending a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

During the interim between meetings, the office of the superintendent, as board secretary, will be the office of the board. The district's public records will be open for inspection in the manner provided by and subject to the limitation of the law.

Quorum and Voting
A quorum consists of the majority of all board members. For school boards with five members, three board members constitute a quorum. A quorum is required for the transaction of business, including voting. Board members are not required to be physically present to attend a board meeting. Any or all board members may attend a board meeting and vote via any communication platform that provides real-time verbal communication without being in the same physical location with those in attendance.

Additionally, any meeting held via a communication platform must: 1) include proper notice with any required passwords or authorization codes; 2) be known and accessible to the public; and 3) accommodate any member of the public who wishes to participate.

The board will take no action by secret ballot at any meeting required to be open to the public. Generally, the board votes on motions and resolutions by "voice" vote, unless a board member requests to vote by oral roll call, in which case the board will do so. A motion passes when a majority of those board members present and voting vote in favor. However, a majority vote of *all* board members is required to elect or select a superintendent or board officer and the board must vote on these matters by an oral roll call. The board will vote by an oral roll call whenever required by law.

Meeting Conduct and Order of Business
The board will conduct all board meetings in a civil, orderly, and business-like manner. The board uses *Roberts Rules of Order (Revised)* as a guide, except when board bylaws or policies supersede such rules. During board meetings, board members will refrain from communicating electronically (e.g., by email, text, social media) with their fellow board members.

The board will use the agenda to establish its regular order of business. However, either the superintendent or a board member may request additions or changes to the prepared agenda, and the board may adopt a revised agenda or order of business by a majority vote of the board members present. At a special meeting, the board may take final action only on that business contained in the notice of the special meeting.

It is unlawful for any member of the public to knowingly carry onto, or to possess on, any area of a facility being used for official school board meetings, a dangerous weapon, including but not limited to a firearm, "nun-chu-ka sticks," "throwing stars," air gun or pistol, stun gun, or other dangerous weapon as listed in RCW 9.41.280. The board will ensure that signs providing notice of the restrictions on possession of firearms and other weapons are posted at facilities being used for official meetings of the board.

Public Attendance and Comment
Any member of the public may attend board meetings, including individuals who do not live within district boundaries. The board will not require people to sign in, complete questionnaires, or establish other conditions for attendance.

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of public comment, with the exception of emergency situations, the board will provide a period at or before every regular meeting at which final action is to take place for public comment. During public comment period, visitors may address the board on any topic within the scope of the board's responsibility. Public comment may occur orally or through written comments submitted before the meeting. Written comments must adhere to the standards of civility discussed below and must be received 24 hours before the board meeting. All written public comments timely submitted will be distributed to each board member.

The board may structure the oral public comment period, including determining the total time allotted for public comment and equally apportioning the minutes for each speaker. The board is not obligated to provide additional public comment time to accommodate everyone in attendance who wishes to speak. Any structure the board imposes will be content neutral.

The board may require those who wish to speak (but not all attendees) to sign in so that the board has a tally of individuals who wish to speak and can call them forward. When called forward, individuals will identify themselves and proceed to make comments within the time limits established by the board. The board is not obligated to respond to questions or challenges made during the public comment period and the board's silence will not signal agreement or endorsement of the speaker's remarks. The board may control the time, place,

and manner of public comment. The chair/president may terminate an individual's statement when the allotted time has passed and may interrupt a speaker to require the same standard of civility that the board imposes on itself. Examples of uncivil comments include comments that:

- Are libelous or slanderous under a legal standard;
- Are an unwarranted invasion of privacy;
- Are obscene or indecent pursuant to the Federal Communications Act or any rule of regulation of the Federal Communications Commission;
- Violate school district policy or procedure related to harassment, intimidation, or bullying of studying, or policy or procedure related to nondiscrimination;
- Incite an unlawful act on school premises or violate a lawful school regulation; or
- Create a material and substantial disruption of the orderly operation of the board meeting

The board as a whole has the final decision in determining the appropriateness of all such rulings and can maintain order by removing those who are disruptive. However, the board recognizes the distinction between uncivil discourse, which it will not tolerate, and comments about the board, district, and / or staff that are negative yet still civil in nature. The board will exercise its authority to maintain order in a content neutral manner.

In addition to the public comment period at the beginning of the meeting, the board may identify the agenda items that require or would benefit from opportunity for public comment and provide those opportunities as part of the meeting agenda before taking final action. Individuals or groups who wish to present to the board on an agenda item are encouraged to request and schedule such presentations in advance. Opportunity for public comment—both oral and written—is required before the board adopts or amends a policy that is not expressly or by implication authorized under state or federal law, but which will promote the education of K-12 students, or will promote the effective, efficient, or safe management and operation of the district. Additionally, the board will provide an opportunity for a representative of a firm eligible to bid on materials or services solicited by the board to present about his or her firm.

Meeting Recordings

Effective June 30, 2024, all regular and special meetings of the board at which a final action is taken or formal public testimony is accepted, except executive sessions or emergency meetings, will be audio recorded. Such recordings will be maintained for at least one year. The recording will include the comments of the directors and the comments of members of the public if formal public testimony is accepted at the meeting.

Cross References: 1220 - Board Officers and Duties of Board Members
1410 - Executive or Closed Sessions
1420 - Proposed Agenda and Consent Agenda

Legal References:
RCW 28A.330.020 Certain board elections, manner and vote required - Selection of personnel, manner
RCW 28A.320.040 Bylaws for board and school government
RCW 28A.330.070 Office of board — Records available for public inspection
RCW 28A.343.370 Vacancies
RCW 28A.343.380 Meetings
RCW 28A.343.390 Quorum — Failure to attend meetings
RCW 42.30.030 Meetings declared open and public
RCW 42.30.050 Interruptions - Procedure
RCW 42.30.060 Ordinances, rules, resolutions, regulations, etc., adopted at public meetings — Notice — Secret voting prohibited
RCW 42.30.070 Times and places for meetings - Emergencies - Exception
RCW 42.30.080 Special Meetings
42 U.S.C. §§ 12101-12213 Americans with Disabilities Act

RCW 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 42.30.035 Minutes

Management Resources: 2018 - August 2018 - August Policy Issue
2014 - June Issue
2013 - April Issue
2012 - June Issue
Policy News, June 2005 Special Meeting Notice Requirements
2022 - June

Adoption Date:
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Revised Dates: **02.00; 06.05; 06.12; 12.12; 04.13; 06.14; 08/01/2018; 06.22; 11.22**

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Procedure - Meeting Conduct, Order of Business, and Quorum

The district must advertise all meetings, including study sessions and retreats, as meetings that are open to the public. If a board wishes to devote all or most of a special meeting to an issue(s) to be discussed in executive session (Policy 1410), the special meeting should be called to order and recessed to an executive session. The purpose of the executive session should be announced at the meeting and recorded in the minutes (e.g., real estate matters, litigation).

All regular meetings must be held within the district boundaries. Special meetings may be held outside the district with proper notice of the time and location.

It is unlawful for any member of the public to knowingly carry onto, or to possess on, any area of a facility being used for official school board meetings, a dangerous weapon, including but not limited to a firearm, "nun-chu-ka sticks," "throwing stars," air gun or pistol, stun gun, or other dangerous weapon as listed in RCW 9.41.280. The board must ensure that signs providing notice of the restrictions on possession of firearms and other weapons are posted at facilities being used for official meetings of the board.

Meeting Notices
All public notices of board meetings should inform persons with disabilities and those individuals who may have difficulty physically attending a board meeting that they may contact the superintendent's office, so that the district can arrange for them to participate in board meetings. A regular meeting does not require a public notice if held at the time and place provided by board policy. If the board does not meet at its regular location, the meeting should be treated as a special meeting with proper notice to the press stating the time, place, and purpose of the meeting.

For special meetings, a district is required to notify those newspapers and radio and television stations that have filed a request for such notification. The district must also provide written notice and a printed or electronic copy of the agenda to each school director 24 hours prior to the meeting. Notice to a school director is deemed waived if the school director files a written notice of waiver with the board secretary before or at the time of the commencement of the meeting or by the school director's actual attendance at the meeting.

The district must also post notice of the meeting on the district's website, the door of the main district offices, and the door at the location of the meeting if it is different from the district's offices. Notice of regular meetings must be posted on the district website not less than twenty-four (24) hours in advance of the published start time of the meeting unless the district does not have a website. Districts that do not have a website may share a website with, or have its website hosted by, another public agency to post the meeting agenda. The district does not have to post notice of a special meeting on its website if it: (1) does not have one; (2) employs no full-time equivalent employees; or (3) does not have an employee whose job description or employment contract provides a duty to maintain or update the website.

At a special meeting, the board may discuss items that were not on the original agenda, but the board cannot take final action on any topics that were not identified on the original agenda.

If the board is to discuss an item in executive session in accordance with Policy 1410, the item of business must also appear on the agenda if final action is to be taken following the executive session.

No meeting notice is required when the board is acting as a quasi-judicial body in a matter between named parties (e.g., hearing on discharge, nonrenewal or discipline of an employee, unless the employee requests a public meeting; hearing regarding the suspension, expulsion, or emergency removal of a student) or for the purpose of planning or adopting strategy or positions to be taken in collective bargaining, grievance, or mediation proceedings, or reviewing such proposals made by a bargaining unit.

Meeting Recess and Continuation
The board may recess a regular, special, or recessed meeting to a specific future time. The district must post notice of such a recess and continuation at or near the door of the meeting room. Notification to the press is not required.

Meeting Recordings
Effective June 30, 2024, all regular and special meetings of the board at which a final action is taken or formal public testimony is accepted, except executive sessions or emergency meetings, will be audio recorded and such recordings will be maintained for at least one year. The recording will include the comments of the directors, and the comments of members of the public if formal public testimony is accepted at the meeting.

Subject to the limitations on identifiable records in Policy and Procedure 4040 and 4040P, board meeting recordings must be provided electronically to the public upon request. It is not a violation of policy or law if the district attempts to record a meeting in good faith and, due to technological issues, a recording is not made or if any or all of a recording is unintelligible. When possible, the district will make the content of school board meetings, or a summary thereof, available in formats accessible to individuals who need communication assistance and in languages other than English.

Adoption Date:
Classification: **Critical**
Revised Dates: **12.11; 06.12; 04.13; 06.14; 12/01/2018; 06.22**

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Online Learning

The Lind and Ritzville Boards of Directors believe that a variety of learning options, including online courses and programs, are critical for 21st century learners. The boards recognize that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, the boards believe that online learning provides tremendous opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.

Therefore, the board supports a range of online learning opportunities that are equally accessible to all students in the school district. The boards direct the superintendent to provide information to parents, students and staff regarding online learning options and the guidelines for participation.

The superintendent or designee will develop procedures to implement this policy. The procedures will include, but not be limited to, a description of student access to online learning courses/ grade level coursework, student eligibility criteria, the types of online courses available to students, methods the districts will use to support student success, payment of course fees and other costs, granting of course credit, and conditions under which no credit will be awarded.

Cross References:
Board Policy 2022 Electronic Resources
2255 Alternative Learning Experience Programs
2410 Graduation Requirements

Legal References:
RCW 28A.150.220 Basic Education – Minimum instructional requirements – Program accessibility – Rules (Effective September 1, 2011)
Chapter 28A.225 RCW Compulsory School Attendance and Admission
RCW 28A.230.090 High School graduation requirements or equivalencies – Reevaluation of graduation requirements – Review and authorization of proposed changes – Credit for courses taken before attending high school – Postsecondary credit equivalencies
Chapter 28A.250 RCW Online Learning
RCW 28A.320.035 Contracting out – Board's powers and duties – Goods and Services

Chapter 180-51 WAC High School Graduation Requirements
WAC 392-121-182 Alternative learning experience requirements
WAC 392-121-188 Instruction provided under contract
WAC 392-410-310 Equivalency course of study – Credit for correspondence courses, electronically mediated courses, and college courses
Chapter 392-502 WAC Online Learning

Management Resources:
Policy News, December 2009 Online Learning Policy Required

Adoption Date:
Lind-Ritzville Cooperative Schools
Revised: 3/25/2013

Procedure - Online Learning

A. **Definitions**
   1. **Online courses** or "grade level coursework" means a course in which:
      a. more than half of the content is delivered online;
      b. more than half of the instruction is delivered online by a teacher from a different location than that of the student;
      c. a certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
      d. Students have access to the teacher synchronously and/or asynchronously.
   2. **Online school program** means a school program that offers a sequential set of online courses or grade-level coursework throughout the school year in a manner that could provide a full-time basic education program if so desired by the student. The student may enroll as a part-time or full-time student.
   3. **Online provider** means any provider of an online course or program, including multidistrict online providers, all school district online learning programs, and all regional online learning programs.
   4. The **Online Learning Support Team** includes the District/school staff *[list members of the team here: recommended participants include a local advisor, registrar, a school administrator and the building technologist]* who will provide assistance to the student in accessing courses, understanding coursework and maintaining successful progress in the course.

B. **Student Access to Online Courses and Online School Programs**
   The district will facilitate access to the following types of online learning opportunities: [*select the appropriate options for your district]*
   1. Online courses:
      a. District-created and taught online courses;
      b. District-taught online courses created by a third-party contracted provider; and
      c. Courses created and taught online by OSPI-approved online providers.
   2. Online school programs:
      a. District-created and -taught online school programs;
      b. District-sponsored programs created and taught by OSPI-approved online providers;
      c. District-sponsored programs created by third-party course providers and taught by district teachers; or
      d. Out-of-district online school programs accessed through an interdistrict transfer.

C. **Types of Online Courses Available**
   The district will facilitate access to the following types of online courses: [*select appropriate options]*
   1. Credit recovery courses allowing students to make up failed credits needed for graduation;
   2. Advanced Placement courses;

3. World language courses;
4. Courses which may already be offered in the student's school but are inaccessible to the student due to scheduling or other factors;
5. Courses not available at the student's school that meet four-year college entrance requirements;
6. Elective and Career and Technical Education courses;
7. Standard-level courses meeting high school graduation requirements;
8. Grade level coursework for K-8; and
9. A course from a provider that is not approved by OSPI that meets the criteria for district use.

D. **Student Eligibility Criteria**

The district will facilitate access to online learning courses and programs for students enrolled in [*insert grade levels]* grades. Students taking an online course or participating in a district-created online school program must adhere to the following criteria:

1. Comply with existing district policies for registering/enrolling in a course or district program; and
2. Students interested in attending an online school program in another district must follow the interdistrict transfer procedures in *[list district policy name and number]* prior to entering that program.

E. **Supporting Student Success**

The district will provide the following support to students to help ensure a successful online learning experience:

1. All online students will receive assistance from the local online learning support team;
2. The registrar will advise students in selecting and registering for online learning options to which the district facilitates access;
3. The local advisor will meet regularly with online students to ensure they are connecting to the online coursework and the online teacher and are making satisfactory progress in their online coursework;
4. The district will offer a dedicated class period during the school day in which the student may connect to an online course and to their local advisor; and
5. The district will offer access to online computers during the school day. [*Optional: include "outside" of the school day.]*

F. **Costs/Fees**

1. Courses offered to students for which the district claims state education funding, or that are included as part of the regular school day, will be paid for by the school district. Students/families may be responsible for fees as specified by the district fee schedule.
2. Courses offered to students for which the district claims no state education funding and that are not included as part of the regular school day will be paid for [*Choose the appropriate option: by students/families or by the district]*. Students/families may also be responsible for fees as specified by the district fee schedule.

G. **Granting of High School Credit for Online Courses**

1. School districts will award credit and grades for online high school courses successfully completed by a student that meet the school district's graduation requirements and are provided by an approved online provider. Credit for online courses will be granted in the same manner as other course offerings in the district;
2. Currently enrolled students should notify the district prior to enrolling in an online course provided outside of the district. The student and/or parent will

be informed, in writing, whether or not the course is eligible for academic credit from the district;

3. For students transferring credit from online courses or programs taken while enrolled outside of the district, credit will be granted according to the district transfer credit policy *[insert name and number here]*; and
4. For eligible courses, if course credit is earned, the course will be recorded on the transcript using the standardized identifier for online courses provided in the Comprehensive Education Data Research System (CEDARS).
5. Prior to enrollment, students and/ or parents will be informed in writing whether a course is eligible for academic credit.

H. **Information to Students and Parents or Guardians**

The district will use a variety of methods to provide information to parents/guardians and students regarding online learning opportunities.

Information will be provided through the district Web page, counseling office brochures, newsletters, the student handbook and other appropriate district communication resources.

Information provided will include descriptions of online courses or online school programs, enrollment information, potential fees, a description of credit awarded for courses, student eligibility requirements, methods the district will use to support student success and [*insert here any additional district graduation requirements related to online learning]*.

I. **Criteria for District Use of Non-OSPI Approved Online Courses**

1. The district may offer courses to students from providers not on the OSPI approved list only after ensuring that they meet the criteria for district use of non-approved providers as posted on the OSPI Website.
2. The district will ensure proper documentation when using non-approved online providers.

J. **Student Responsibilities**

1. Adhere to the district's code of conduct for academic integrity;
2. Comply with course/program participation and completion requirements;
3. Maintain high academic involvement;
4. Notify the district if participation in an online course/program ceases or changes;
5. Maintain agreed-upon levels and kinds of communication with the local advisor throughout the term of the online course; and
6. Participate in an online course/program orientation.

K. **Parent or Guardian Responsibilities**

1. Parents or guardians are responsible for costs/fees as outlined above in the Cost/Fees section; and
2. Parents or guardians are responsible for seeking appropriate technology – per district recommendations – for student participation in coursework outside of the school day or designated online learning period.

L. **District Responsibilities:**

1. Inform parents/guardians prior to student enrollment in any online course or program;
2. Inform staff, parents/guardians and students of the online courses and programs that are available to them;
3. Inform staff, parents/guardians and students of the online course/online school program prerequisites, technology requirements, course outlines, syllabi and possible fees;

4. Provide online students who remain enrolled in the district and who participate in the online course or program during the school day, with computing hardware and connectivity required for participation in the online course or online school program;
5. Inform staff, parents/guardians and students of how to seek and access technology resources and technological requirements beyond the school day;
6. Provide online students with an online learning support team;
7. Ensure communication between the student's local advisor and parent/guardian;
8. Ensure online courses are appropriately identified with CEDARS coding; and
9. The district will inform students and their parent/guardian of rescheduling options or grade impacts in the event a student withdraws from an online course or online school program prior to completion.

Adoption Date: **October 26, 2026**
Last Revised: **June 28, 2021**
Classification: **Critical**
Prior Revised Dates: **12.09; 04.10; 02.12; 02.14; 04/01/2017**

Management Resources:

- 2021 - June Issue
- 2017 - April Policy Issue
- 2014 - February Issue
- 2012 - February Issue
- 2010 - April Issue
- 2009 - December Issue

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Evaluation of the Superintendent

The board will establish evaluative criteria and will be responsible for evaluating the performance of the superintendent ~~as provided by statute~~.

The superintendent will have the opportunity for confidential conferences with the board members, for the purpose of aiding the superintendent in their performance. The board, on the basis of the evaluation, may vote to extend the superintendent's contract for periods not to exceed three years. ~~on no less than three occasions in each year, for the purpose of aiding the superintendent in his/her performance~~. The board, on the basis of the evaluation, may ~~terminate, renew or~~vote to extend the superintendent's contract for periods not to exceed three years. In the event of an unsatisfactory evaluation, the board may review the superintendent's contract regarding termination provisions.

Pursuant to state law, RCW 28a.150.230, names the school board as responsible "to adopt policies to: (a) Establish performance criteria and an evaluation process for its superintendent…" and through RCW 42.30.110(g) dictates the use of executive sessions for evaluating the performance of public employees.

WSSDA provides a goal-centered model to support the effective evaluation of the superintendent.

Legal References:
~~RCW 28A.405.100Minimum criteria for the evaluation of certificated employees, including administrators — Procedure — Scope — Penalty~~
RCW 28A.400.010Employment of Superintendent — superintendent's qualifications, general powers, term, contract renewal.
WSSDA Superintendent Evaluation

Adoption Date: 01.28.13

Lind-Ritzville Cooperative Schools Revised:

Open Government Trainings

The board recognizes the value of meaningful, informed public participation in district deliberations and the need to conduct its affairs in a transparent manner. All board directors will participate in trainings regarding: 1) the Open Public Meetings Act; 2) the Public Records Act; and 3) Public Records Retention, within ninety (90) days of taking the oath of office following election or appointment. After the initial trainings, board directors will participate in refresher trainings on these subjects every four years that they hold office in order to remain current with new developments in open government law.

Board directors will document their completion of required trainings. The Superintendent or designee will file and maintain the documentation in the district.

Classification: **Critical**
Prior Revised Dates: **06.14**

Legal References:

- ESSB 5964, Open Government Trainings Act
- RCW 28A.343.360, Oath of Office
- RCW 40, Public Documents, Records, and Publications
- RCW 40.14, Preservation and Destruction of Public Records
- RCW 42.30, Open Public Meetings Act
- RCW 42.56, Public Records Act
- RCW 42.56.580, Public Records Officers

Management Resources:

- 2014 - June Issue
- 2014 Open Government Training Act (Q&A)
- Attorney General's Model Rules