

REGULAR MEETING OF THE BOARD OF DIRECTORS

*Tuesday, July 24, 2018 ~ 5:00 p.m.*

Ridgefield High School Room 311

*AGENDA: Revised*

- I. CALL TO ORDER  
*Our Purpose ~ Ridgefield School District aspires to be the state's premier district, leveraging strong community partnerships to provide each student personalized learning experiences, opportunities, and skills that ensure success and unlimited possibilities.*
- II. FLAG SALUTE
- III. CHANGES OR ADDITIONS TO THE AGENDA – Action
- IV. CONSENT AGENDA – Action
  - A. Approve Board Minutes
    - 1) Regular Meeting on July 10, 2018
  - B. Approve Personnel Report
  - C. Approve Warrants
- V. REPORTS – Information Only / No Action
  - A. Superintendent – Dr. Nathan McCann
    - 1) Bond Project Monthly Update – Scott Rose, R & C Management Group
    - 2) Center for Advanced Professional Studies (CAPS) Presentation - Tiffany Gould
    - 3) Financial Update – Paula McCoy
  - B. Board Members
- VI. PUBLIC COMMENT – Agenda / Non Agenda Items
- VII. OLD BUSINESS – Action
  - A. Approve Second Reading Revision of Board Policy No. 2000 Student Learning Goals
  - B. Approve Second Reading Revision of Board Policy No. 2104 Federal and/or State Funded Special Instructional Programs
  - C. Approve Second Reading Revision of Board Policy No. 2108 Learning Assistance Program (formerly named Remediation Programs)
  - D. Approve Second Reading Revision of Board Policy No. 2170 Career and Technical Education
  - E. Approve Second Reading Revision of Board Policy No. 2255 Alternative Learning Experiences Courses
- VIII. NEW BUSINESS – Action
  - A. Hear First Reading Revision of Board Policy No. 2410 High School Graduation Requirements
  - B. Hear First Reading Revision of Board Policy No. 2413 CTE Equivalency
  - C. Hear First Reading Revision of Board Policy No. 3115 Homeless Students Enrollment Rights and Services
  - D. Hear First Reading Revision of Board Policy No. 3116 Students in Out-of-Home Care (Foster)
  - E. Hear First Reading Revision of Board Policy No. 3520 Student Fees, Fines, or Charges
  - F. Hear First Reading Revision of Board Policy No. 4130 Title I Parent Involvement
  - G. Hear First Reading Revision of Board Policy No. 6700 Nutrition and Physical Fitness
  - H. Approve Annual Updated Pursuing Premier District Goals and Planning Blueprint for 2018-2019 School Year
  - I. Approve Collective Bargaining Agreement between Ridgefield School District and Ridgefield Education Association-Coaches
  - J. Approve Interlocal Agreement for Renewing Services for Cooperative Information Management Services between Ridgefield School District and ESD 112 for Fiscal Year 2018-2019
  - K. Hear First Reading New Board Policy No. 1910 District Equity Philosophy
- IX. EXEMPT SESSION – Information/No Action
- X. RESUME REGULAR MEETING – Action
- IX. ADJOURNMENT



**Board Agenda Item**

Agenda Item Number: IV. A. – C. Meeting Date: 07/24/2018

Item: Consent Agenda

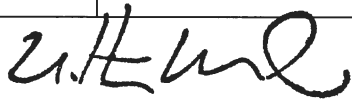
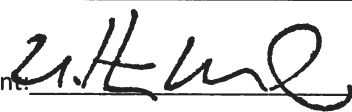
Submitted By: Dr. Nathan McCann, Superintendent

Will Be Presented By: Dr. Nathan McCann, Superintendent

- A. Approve Board Minutes
  - 1) Regular Meeting on July 10, 2018
- B. Approve Personnel Report
- C. Approve Warrants

Recommended Action:

Approve	Disapprove	Table	No Action Required
XXX			

Department Head:  Superintendent: 

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS**

**CALL TO ORDER** – The regular meeting of the Board of Directors of the Ridgefield School District was called to order by President Scott Gullickson at 5:00 p.m. on **Tuesday, July 10, 2018** in room 311, at Ridgefield High School, 2630 S. Hillhurst Road, Ridgefield, Washington. The purpose of the meeting was to conduct regular monthly business.

Voting Members Present: Scott Gullickson, Emily Enquist, Becky Greenwald, Steve Radosevich, and Joe Vance.  
 Voting Members Absent: None  
 Others Present: Dr. Nathan McCann, Chris Griffith, Paula McCoy, Mike Lee, Scott Rose, Bonnie Harris, and five visitors.

**FLAG SALUTE**

**CHANGES OR ADDITIONS TO THE AGENDA – Action**

None

**CONSENT AGENDA – Action**

Approve Board Minutes

1) Regular Meeting on June 26, 2018

Approve Personnel Report

Monthly Donations

Approval of General Fund/ASB Fund/Capital Projects Fund/Payroll Warrants; The written report was provided:

Fund	Warrant / Micr Numbers	Warrant Date	Issue Amount	Authorization Number
<b>General Fund - # 6134</b>				
<b>Payroll</b>				
Warrant Numbers	122406 - 122426			
Micr Numbers	128009 - 128029	6/29/2018	\$ 6,876.11	<b>W-06292018-29</b>
	Electronic Transfer:		\$ 1,027,670.62	
	Total payroll amount: (*includes payroll vendors)			
	<b>\$1,700,094.62</b>			
Warrant Numbers	107979 - 108013			
Micr Numbers	128030 - 128064	7/2/2018	\$ 665,547.89	<b>W-07022018-2</b>
<b>Accounts Payable</b>				
Warrant Numbers	108014 - 108016			
Micr Numbers	128068 - 128070	7/3/2018	\$ 1,501.86	<b>W-07032018-19</b>
Warrant Numbers	108017 - 108082			
Micr Numbers	128098 - 128162	7/11/2018	\$ 125,352.81	<b>W-07112018-3</b>
	Electronic transfer for payment of comp tax		\$	

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Sub-Total of Accounts Payable						\$	792,402.56	
<b>ASB - #6158</b>								
Warrant Numbers	19793	-	19795					
Micr Numbers	128065	-	128067	7/3/2018	\$	613.83		<b>W-07032018-17</b>
Warrant Numbers	19796	-	19811					
Micr Numbers	128081	-	128096	7/11/2018	\$	13,115.36		<b>W-07112018-2</b>
	Electronic Transfer for payment of comp tax:					\$		
<b>Sub-Total of ASB Payable</b>						\$	<b>13,729.19</b>	
<b>Capital Projects - #6135-04 (Bond)</b>						\$	157,006.21	
<b>Capital Projects - #6135I (Impact)</b>						\$	21,313.57	
<b>Capital Projects-#6135</b>						\$		
Warrant Numbers	2361	-	2361					
Micr Numbers	128008	-	128008	6/26/2018	\$	7,250.00		<b>W-06262018-7</b>
Warrant Numbers	2362	-	2370					
Micr Numbers	128071	-	128079	7/11/2018	\$	109,966.70		<b>W-07112018-1</b>
Warrant Numbers	2371	-	2371					
Micr Numbers	128080	-	128080	7/5/2018	\$	61,103.08		<b>W-07052018-7</b>
	Electronic Transfer for payment of comp tax:					\$		
<b>Sub-Total of Capital Projects Payable</b>						\$	<b>178,319.78</b>	
<b>Private Purpose Fund - #6178</b>								

Motion was made by Director Becky Greenwald, Board approve the consent agenda, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**REPORTS – Information**

Superintendent –Dr. Nathan McCann

- 1) Bond Project Monthly Update – Scott Rose, R & C Management Group
- 2) Experience Ridgefield Set for Saturday, September 8, 2018
- 3) Financial Update – Paula McCoy

Board Members

Various Board members commented on activities and events taking place in the school district and community.

**PUBLIC COMMENT – Agenda / Non Agenda Items**

None

**OLD BUSINESS – Action**

Approve Second Reading for Revision of Board Policy No. 3141 Nonresident Students

Motion was made by Director Becky Greenwald, Board approve second reading for revision of Board Policy No. 3141 Nonresident Students, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

Approve Second Reading for Revision of Board Policy No. 3416 Medications at School

Motion was made by Director Becky Greenwald, Board approve second reading for revision of Board Policy No. 3416 Medications at School, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

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**NEW BUSINESS – Action**

**Approve Donation for Paul Lewis Innovation Grant from the Ridgefield Public Schools Foundation**

Motion was made by Director Becky Greenwald, Board approve donation for Paul Lewis Innovation Grant from the Ridgefield Public Schools Foundation, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**Approve Quotes No. JWSL990 and No. JWSM016 for HP Chromebooks**

Motion was made by Director Becky Greenwald, Board approve Quotes No. JWSL990 and No. JWSM016 for HP, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**Approve Increase to Emerick Construction Company Contract for the 5-8 School Project**

Motion was made by Director Becky Greenwald, Board Increase to Emerick Construction Company Contract for the 5-8 School Project, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**Approve the Selection of the Architect for the 2019 Capital Bond Early Design Scope**

Motion was made by Director Becky Greenwald, Board approve the Selection of the Architect for the 2019 Capital Bond Early Design Scope, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**Approve Student Handbook for Ridgefield High School for 2018-2019 School Year**

Motion was made by Director Becky Greenwald, Board approve Student Handbook for Ridgefield High School for 2018-2019 School Year, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**Approve Student Handbook for View Ridge Middle School for 2018-2019 School Year**

Motion was made by Director Becky Greenwald, Board approve Student Handbook for View Ridge Middle School for 2018-2019 School Year, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**Approve Student Handbook for Sunset Ridge Intermediate School for 2018-2019 School Year**

Motion was made by Director Becky Greenwald, Board approve Student Handbook for Sunset Ridge Intermediate School for 2018-2019 School Year, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**Approve Student Handbook for Union Ridge Elementary School for 2018-2019 School Year**

Motion was made by Director Becky Greenwald, Board approve Student Handbook for Union Ridge Elementary School for 2018-2019 School Year, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**Approve Student Handbook for South Ridge Elementary School for 2018-2019 School Year**

Motion was made by Director Becky Greenwald, Board approve Student Handbook for South Ridge Elementary School for 2018-2019 School Year, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

**Hear First Reading Revision of Board Policy No. 2000 Student Learning Goals**

Board heard first reading revision of Policy No. 2000 Student Learning Goals. Any further revision or changes to the policy will be heard on second reading at the regular board meeting on July 24, 2018.

**Hear First Reading Revision of Board Policy No. 2104 Federal and/or State Funded Special Instructional Programs**

Board heard first reading revision of Policy No. 2104 Federal and/or State Funded Special Instructional Programs. Any further revision or changes to the policy will be heard on second reading at the regular board meeting on July 24, 2018.

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Hear First Reading Revision of Board Policy No. 2108 Learning Assistance Program (formerly named Remediation Programs)  
Board heard first reading revision of Policy No. 2108 Learning Assistance Program (formerly named Remediation Programs). Any further revision or changes to the policy will be heard on second reading at the regular board meeting on July 24, 2018.

Hear First Reading Revision of Board Policy No. 2170 Career and Technical Education  
Board heard first reading revision of Policy No. 2170 Career and Technical Education. Any further revision or changes to the policy will be heard on second reading at the regular board meeting on July 24, 2018.

Hear First Reading Revision of Board Policy No. 2255 Alternative Learning Experiences Courses  
Board heard first reading revision of Policy No. 2255 Alternative Learning Experiences Courses. Any further revision or changes to the policy will be heard on second reading at the regular board meeting on July 24, 2018.

**EXEMPT SESSION – Information/No Action**

Director Scott Gullickson announced at 5:45 p.m. that the Board would hold an exempt session for 20 minutes for the purpose to discuss collective bargaining. President Gullickson announced at 6:05 p.m. that the exempt session would continue for 10 additional minutes.

**RESUME REGULAR MEETING**

The exempt session concluded at 6:15 pm. No Action was taken.

**ADJOURN REGULAR MEETING**

There being no further business to come before the Board, President Scott Gullickson adjourned the regular meeting at 6:20 p.m.

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Scott Gullickson, President  
Becky Greenwald, Vice-President

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Bonnie Harris, Executive Secretary  
to the Superintendent

Approved by the Board of Directors: July 24, 2018

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## PERSONNEL ACTION

**TO:** Dr. Nathan McCann, Superintendent  
**FROM:** Jodi Fontyn, Human Resources Specialist  
**RE:** Personnel Action

**REVISED DATE:** 07/19/2018  
**BOARD DATE:** 07/24/2018

### **CERTIFIED/CLASSIFIED:**

NAME	JOB TITLE	LOCATION	REASON
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<b>HIRE:</b>			
Brynan Shipley	Director of Athletics and Activities	VRMS/RHS	Resignation vacancy
Megan Lacey	ELA Leave Replacement	RHS	Leave of Absence

<b>RESIGNATION/RETIREMENT:</b>			
Mallory Wilson	Special Education Teacher	URES	Resignation

**LEAVE OF ABSENCE:**  
None

**RELEASE FROM CONTRACT:**  
None

**NONRENEWAL OF PROVISIONAL CONTRACT:**  
None

**SUPPLEMENTAL CONTRACTS:**  
None

### **EXTRACURRICULAR:**

NAME	JOB TITLE	LOCATION	REASON
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<b>HIRE:</b>			
None			
<b>RESIGNATION:</b>			
Nick Crouch	Head Cross Country Coach	VRMS	Resignation
Christine Meyer	Assistant Cross Country Coach	RHS	Resignation

**RIDGEFIELD SCHOOL DISTRICT #122**

Warrant Info

Date: 7/24/2018  
 To: Ridgfield School District Board of Directors  
 From: Lisa McGhee Accounting/Fiscal Clerk  
 Subject: Request for Warrant Authorization



Fund	Warrant / Micr Numbers	Warrant Date	Issue Amount	Authorization Number
<b>General Fund - #6134</b>				
<b>Payroll</b>				
Warrant Numbers	-			
Micr Numbers	-		\$	
Electronic Transfer:			\$	
Total payroll amount: (*includes payroll vendors)			\$0.00	
Warrant Numbers	-			
Micr Numbers	-		\$	
<b>Accounts Payable</b>				
Warrant Numbers	108083 - 108090			
Micr Numbers	128174 - 128174	7/17/2018	\$ 22,073.67	<b>W-07172018-9</b>
Warrant Numbers	108091 - 108091			
Micr Numbers	128175 - 128175	7/17/2018	\$ 2,115.00	<b>W-07172018-10</b>
Warrant Numbers	108092 - 108110			
Micr Numbers	128195 - 128213	7/25/2018	\$ 141,539.83	<b>W-07252018-3</b>
Warrant Numbers	108111 - 108164			
Micr Numbers	128214 - 128267	7/19/2018	\$ 101,305.37	<b>W-07192018-5</b>
Warrant Numbers	-			
Micr Numbers	-		\$	
Warrant Numbers	-			
Micr Numbers	-		\$	
Electronic transfer for payment of comp tax			\$ 1,631.88	
<b>Sub-Total of Accounts Payable</b>			<b>\$ 268,665.75</b>	
<b>ASB - #6158</b>				
Warrant Numbers	19812 - 19813			
Micr Numbers	128164 - 128164	7/12/2017	\$ 1,990.00	<b>W-07122018-5</b>
Warrant Numbers	19814 - 19814			
Micr Numbers	128166 - 128166	7/17/2018	\$ 507.13	<b>W-07172018-8</b>
Warrant Numbers	19815 - 19818			
Micr Numbers	128191 - 128194	7/25/2018	\$ 1,027.83	<b>W-07252018-2</b>
Warrant Numbers	-			
Micr Numbers	-		\$	
Warrant Numbers	-			
Micr Numbers	-		\$	
Electronic Transfer for payment of comp tax:			\$ 108.54	
<b>Sub-Total of ASB Payable</b>			<b>\$ 3,633.50</b>	
<b>Capital Projects - #6135-04 (Bond)</b>				
			\$	
<b>Capital Projects - #6135I (Impact)</b>			\$ 5,088,747.09	
<b>Capital Projects-#6135</b>			\$ 10,660.42	
Warrant Numbers	2372 - 2372			
Micr Numbers	128165 - 128165	7/17/2018	\$ 6,472.80	<b>W-07172018-7</b>
Warrant Numbers	2373 - 2387			
Micr Numbers	128176 - 128190	7/25/2018	\$ 5,092,867.80	<b>W-07252018-1</b>
Warrant Numbers	-			
Micr Numbers	-		\$	
Warrant Numbers	-			
Micr Numbers	-		\$	
Warrant Numbers	-			
Micr Numbers	-		\$	
Warrant Numbers	-			
Micr Numbers	-		\$	
Electronic Transfer for payment of comp tax:			\$ 66.91	
<b>Sub-Total of Capital Projects Payable</b>			<b>\$ 5,099,407.51</b>	
<b>Private Purpose Fund - #6178</b>				
Warrant Numbers	-			
Micr Numbers	-		\$	
<b>Sub-Total of Private Purpose Payables</b>			<b>0.00</b>	
<b>Transportation Vehicle Fund- #6198</b>				
Warrant Numbers	-			
Micr Numbers	-		\$	

As of this date July 24th, 2018 THE BOARD, by a \_\_\_\_\_ vote.  
 Voted to approve the Funds listed above for payment.

\_\_\_\_\_  
 Secretary, Board of Directors Director

\_\_\_\_\_  
 President, Board of Directors Director

\_\_\_\_\_  
 Vice President, Board of Directors Director

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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 24, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$22,073.67. The payments are further identified in this document.

Total by Payment Type for Cash Account, SEA 1ST:  
Warrant Numbers 108083 through 108090, totaling \$22,073.67

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
108083	Vendor Continued Void	07/17/2018					0.00
108084	Vendor Continued Void	07/17/2018					0.00
108085	Vendor Continued Void	07/17/2018					0.00
108086	Vendor Continued Void	07/17/2018					0.00
108087	Vendor Continued Void	07/17/2018					0.00
108088	Vendor Continued Void	07/17/2018					0.00
108089	Vendor Continued Void	07/17/2018					0.00
108090	BMO MASTERCARD	07/17/2018	0011F	CCTE - FASCE - Foods Classroom Supplies - Foster	3101700150	30.25	22,073.67
			1173	LIBIB SBSRIPTION - PD BOOK CATALOGING PROGRAM	501700715	72.00	
			1173 HARRIS	Superintendent supplies: Encumbered not to exceed \$1000.00	501700489	132.24	
			1173B	WASBO MEMBERSHIP FOR KALIN HEATH	0	175.00	
			1261	Superintendent supplies: Encumbered not to exceed \$1000.00	501700489	10.83	
			1261 MCCANN	LODGING FOR TRIP TO INDIANAPOLIS ROOM TO BE REIMBURSED BY ESD 112. MEAL FOR LEAD TEAM BUILDING RETREAT	0	752.14	
			1261C	Verizon NOVATEL JETPACK 6620L	501700720	54.05	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1838/0011	Sign for the Outdoor trail to Outdoor school area - Hoodenpyl	1021700301	48.99	
			1838/0011 PETERSON	Kensington 60066 Articulating Keyboard - Palmer's Office - On Petersen BMO	1021700306	177.80	
			1838/0011B	Printer Toner - Samsung ML-3712 ND - CTE Metals - Shipp	3101700140	29.80	
			1838/0011C	Safeway.com order for 6/11/18 - Foods - Foster	3101700149	75.97	
			1838/0011D	Premium Value Toner - Ink Cartridges -TN-580/620/650 - Uhacz (on Petersen BMO)	1021700324	42.27	
			1838/0011E	Office - Printer Cartridge Compatible HPCE505A - Siegel (Purchased on Petersen BMO)	1021700329	38.32	
			1838/0011F	27x40 Movie Poster Frame - Senior Composite Pic- Graduation	1021700330	128.38	
			1838/0011G	Safeway.com order for 6/11/18 - Foods - Foster-CREDIT	3101700149	-40.14	
			1838/0011I	Tool Organizer, Safety goggles, safety cloves - All for Stage craft class for next year - Theatre - Etter	1021700328	459.14	
				***NOT TO EXCEED \$500*** on Petersen BMO			
			1838/0011J	CCTE - FASCE - Foods Classroom Supplies - Foster	3101700150	766.88	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1838/0011k	Library - Xerox Phaser 3250 toner - Guccini	1021700332	42.27	
			1897	SUMMER CLASS SUPPLIES	501700667	185.13	
			1897 COCHRAN	EMPLOYEE HEALTH AND WELLNESS PROGRAM SUPPLIES	501700579	52.95	
			1924	CCTE Travel expenses - Kansas City - Palmer (BMO)	3101700152	91.24	
			1924 PALMER	Hertz Rental Car for Kansas City CTE Trip - Palmer	3101700143	490.03	
			2222 GAYLORD	Kristina Gaylord's P-card	601700256	752.78	
			2709	Purchase replacement power supplies for VRMS STEM laptops. Amazon	501700705	205.90	
			2709 CT	Encumbrance for Geoff Varney's P-Card on budget code 10 e 530 9700 72 5000.	501700704	399.89	
			2709 VARNEY	Encumbrance for Geoff Varney's P-Card on budget code 10 e 530 9700 72 5000.	501700704	201.06	
			2904	BEST SUPPLY ORDER-RETURNED ITEMS	501700646	-145.60	
			2904 GRIFFITH	BEST SUPPLY ORDER	501700646	2,538.04	
			2904B	P-CARD PURCHASE - COOKIES FOR LEAD, BUSINESS CARDS, NAME TAGS FOR PRINCIPALS	501700675	163.33	
			2904C	P-CARD PURCHASES FOR LEAD	501700676	363.72	
			2904D	P-CARD PURCHASES FOR LEAD	501700687	211.01	
			2904E	P-CARD PURCHASE - LEAD	501700688	178.92	
			2904F	P-CARD PURCHASE	501700706	436.70	
			3471 ENOS	POSTAGE FOR COMMUNICATIONS	501700256	21.90	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			4425	KRAUSE	BMO - postage	1051700106	257.70
			4490	BRINSON	Neil Brinson's P-card statement	601700255	725.24
			5430		LODGING FOR SUMMER HUDDLE	3101700153	981.00
			5430	GOULD	LYFT FROM AIRPORT TO HUDDLE SUMMIT IN KANSAS	3101700114	63.87
			5430B		BOOKS FOR HI-CAP	5001700059	80.86
			5430C		ROOMS AT THE HYATT THROUGH TRAVELOCITY- SWITCHED ROOMS DUE TO POOR QUALITY AT OTHER HOTEL	0	1,502.16
			5453	HEIM	Gen Funds 2017/2018 4th Grade Field Trip The End of the Oregon Trail Remainder due for field trip	1031700143	760.00
			5453	HEIM UR	2017-18 P-Card Purchases - Heim	1041700192	31.14
			6229	SIEGEL	POSTAGE FOR THE HIGH SCHOOL	1021700013	10.31
			6698	COLON	Gen Funds 2017/2018 BMO-P-Card Gena Colon *Not to exceed \$1000*	1031700160	1.63
			7014		HI-CAP BOOKS	501700662	148.85
			7014	TAYLOR	BEST ORDER - MINDWARE	501700660	86.84
			7014B		TRANSLATED REPORT COMMENTS	5001700060	35.00
			7014C		Registration for 5 teachers to attend Kim Sutton Math Training in August	501700673	1,189.00
			7075		2017-18 P-Card Purchases - Macdonald	1041700196	1,842.43
			7075	MACDONALD	2017-18 P-Card Purchases - Macdonald	1041700194	514.56
			7075B		2017-18 P-Card Purchases -	1041700194	72.51

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Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Macdonald TARGET AND A RETURN TO TARGET			
8197				AMAZON	1031700084	126.96	
				ORDER-UTILITY BAGS FROM THE REALLY GOOD STUFF			
8197	GRAVES			Gen Funds	1031700158	283.11	
				2017/2018 Principal's P-Card (Todd Graves) - South Ridge *Not to exceed \$500.00			
8197B				Gen Funds	1031700150	695.00	
				2017/2018 1 Registration for Breakthrough Coaching (Sunset Ridge)			
8755				NEW BOOKS FOR VRMS	1051700016	22.53	
8755	GUCCINI			BMO - Library supplies	1051700078	41.86	
8757	POPPERT			SUPPLIES FOR THE RFRC	501700530	156.82	
9344				Misc. classroom/office supplies and test protocols	2101700139	2,503.17	
9344	BASKETTE			RBT application fee	2101700134	50.00	
9344	CT			Misc. classroom/office supplies and test protocols	2101700139	747.93	
			8	Computer	Check(s) For a Total of		22,073.67

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	8	Computer	Checks For a Total of	22,073.67
Total For	8	Manual, Wire Tran, ACH & Computer	Checks	22,073.67
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	22,073.67

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 24, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,115.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, SEA 1ST:  
Warrant Numbers 108091 through 108091, totaling \$2,115.00

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
108091	BMO MASTERCARD	07/17/2018	7014 PREPAID	WAETAG CONFERENCE - 10-12 THROUGH 10-13-2018	5001800000	1,125.00	2,115.00
			9344 PREPAID	SPECIAL EDUCATION CONFERENCE IN OCT 2018-UW LAW CONFERENCE	0	990.00	
				1 Computer	Check(s) For a Total of		2,115.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	2,115.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	2,115.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,115.00



The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 24, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$141,539.83, and voids/cancellations, totaling \$68.31. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, SEA 1ST:  
Warrant Numbers 108092 through 108110, totaling \$141,539.83  
Voids/Cancellations, totaling \$68.31

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
108092	AMERICAN BUILDING MAINTENANCE,	07/25/2018	12620508	SUMMER SERVICES	501700663	54,143.37	54,143.37
108093	Bellcoff, Greg	07/25/2018	LUNCH REFUND	REFUND OF LUNCH	0	16.00	16.00
				BALANCE FROM			
				JACE'S ACCOUNT			
108094	BEST BUY STORES L.P.	07/25/2018	3308365	Purchase laptops and tablets for VRMS CTE - Computer Science	501700682	6,480.75	64,839.88
				CONTRACT: TIPS			
				161202			
			3308429	Purchase laptops for RHS CTE programs	501700681	58,359.13	
				CONTRACT: TIPS			
				#161202			
108095	Black, George Alan Todd	07/25/2018	NTRC- JUNE 2018	REIMBURSEMENT FOR HOTEL STAY AT AP INSTITUTE IN BELLVUE	501700709	695.56	695.56
108096	Cain, Brittany	07/25/2018	TRC- JUNE 2018	Encumbrance for 2017-2018 travel expenses for Brittany Cain.	501700703	4.80	4.80
108097	CHARTWELLS INC	07/25/2018	656500041	COFFEE AND PASTRIES FOR SECRETARY MEETING 5/16/2018 AND LUNCHESES FOR INSURANCE MEETING 5/16/2018	0	128.00	128.00
108098	COPYTRONIX INC	07/25/2018	1667459	Gen Funds	1031700090	1,189.47	1,189.47

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				2017/2018 Open PO for Konica Minolta 7J193 supplies, overages & repairs *Not to exceed \$2000.00			
108099	DEMING, DONNA L	07/25/2018	09292017PAYCHECK	REISSUE OF 09/29/17 PAYCHECK (DIRECT DEPOSIT REJECTED)	0	68.31	204.92
			REISSUE OF LOST CHEC	REISSUE OF LOST PAYROLL CHECK FROM 10/31/2017	0	136.61	
108100	EVERGREEN FASTPITCH OFFICIALS	07/25/2018	22255 GF	FASTPITCH GAMES IN MARCH 2018	1021700311	116.00	320.50
			22287 GF	FASTPITCH GAMES IN APRIL 2018	1021700311	204.50	
108101	Griffith, Christopher Jason	07/25/2018	NTRC- JULY 2018	MEETING SUPPLIES FOR REA BARGAINING	0	30.37	30.37
108102	GROTH MUSIC COMPANY	07/25/2018	2778388	Instruments for URES (Katie Moeller)	501700522	1,307.03	1,307.03
108103	Hugo, Lorraine Kai	07/25/2018	NTRC- JUNE 2018	Gen Funds 2017/2018 *Open PO for \$200 Cooking Supplies for your classroom	1031700115	204.53	204.53
108104	Peck, Ronda	07/25/2018	REFUND	LUNCH BALANCE REFUND FROM SKYLAR ACCOUNT	0	25.95	25.95
108105	Piasecki, Kelly	07/25/2018	LUNCH REFUND	REFUND OF LUNCH BALANCE FROM ABIGAIL AND LOGAN ACCOUNT	0	10.60	10.60
108106	RORABAUGH, REBECCA JEAN	07/25/2018	LUNCH REFUND	REFUND LUNCH BALANCE FROM JACK'S ACCOUNT	0	37.55	37.55
108107	SEATTLE UNIVERSITY-PLTW	07/25/2018	181906CSIM	NAM NGUYEN REGISTRATION FOR PLTW COMPUTER SCIENCE	4051700057	1,700.00	1,700.00
108108	Staneart, Lenzie	07/25/2018	LUNCH REFUND	REFUND OF LUNCH BALANCE FOR COHEN AND MACAELA ANDRE ACCT	0	13.70	13.70
108109	Vendor Continued Void	07/25/2018					0.00
108110	WOODLAND SCHOOL DISTRICT #404	07/25/2018	1117 RHS	HIGH SCHOOL	501700244	6,196.40	16,667.60

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				TRANSPORTATION - EXTRA CURRICULUAR FOR SY 2017-18			
			1117 ROBOTICS	HIGH SCHOOL	501700244	1,476.77	
				TRANSPORTATION - EXTRA CURRICULUAR FOR SY 2017-18 ROBOTICS COMPETITIONS FOR MARCH 2018			
			1117 SR	Gen Funds	1031700075	164.31	
				2017/2018 4th grade bus to PUD on 3/2/2018-MRS. MOSES CLASS			
			1117 STEM/ART	Field Trip bus transportation	3401700004	258.95	
			1117 UR ART	UNION RIDGE STUDENTS TRIP TO ART MUSEUM	0	607.84	
			1117 UR PUD	4TH GRADE FIELD TRIP TO PUD FOR UNION RIDGE	0	162.09	
			1117 VRMS	MIDDLE SCHOOL EXTRA CURRICULAR TRANSPORTATION FOR SY 17-18	501700245	566.56	
			1117 VRMS COLLEGE	TRIP TO CLARK COLLEGE	0	172.25	
			1118 RHS	HIGH SCHOOL TRANSPORTATION - EXTRA CURRICULUAR FOR SY 2017-18	501700244	5,822.34	
			1118 VRMS	MIDDLE SCHOOL EXTRA CURRICULAR TRANSPORTATION FOR SY 17-18	501700245	912.21	
			1118- PUD	Gen Funds	1031700077	116.56	
				2017/2018 4th grade bus to PUD on 4/12/2018			
			1118-PUD 2	Gen Funds	1031700076	130.32	
				2017/2018 4th grade bus to PUD on 4/13/2018			
			1132	HIGH SCHOOL TRANSPORTATION - EXTRA CURRICULUAR FOR SY 2017-18	501700244	81.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				19 Computer	Check(s) For a Total of		141,539.83

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
105957	DEMING, DONNA L	07/19/2018	09292017	PAYCHECK REISSUE OF 09/29/17 PAYCHECK (DIRECT DEPOSIT REJECTED)	0	68.31	68.31
			1	Void	Check(s) For a Total of		68.31

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	19	Computer	Checks For a Total of	141,539.83
Total For	19	Manual, Wire Tran, ACH & Computer	Checks	141,539.83
Less	1	Voided	Checks For a Total of	68.31
			Net Amount	141,471.52

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 24, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$101,305.37. The payments are further identified in this document.

Total by Payment Type for Cash Account, SEA 1ST:  
Warrant Numbers 108111 through 108164, totaling \$101,305.37

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
108111	Castanares, Siena Cristina	07/19/2018	NTRC- JUNE 2018	Gen Funds 2017/2018 PPGI-Siena Castanares WMEA Conference 2018	1031700157	320.00	320.00
108112	CHARTWELLS INC	07/19/2018	656500033	Superintendent's Meetings' Expense for Catering	501700691	96.32	465.02
			656500035	Superintendent's Board Working Dinner - Catering	501700693	46.00	
			656500036	Superintendent's Alumni Luncheon 01/26/18 Catering	501700692	322.70	
108113	Vendor Continued Void	07/19/2018					0.00
108114	CITY OF RIDGEFIELD	07/19/2018	005439-000	Encumbrance for Water and Irrigation Services for the 2017-2018 Fiscal Year	501700136	4,231.46	10,017.70
			005439-001	Encumbrance for Water and Irrigation Services for the 2017-2018 Fiscal Year	501700136	116.49	
			005439-003	Encumbrance for Water and Irrigation Services for the 2017-2018 Fiscal Year	501700136	0.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			005439-004	Encumbrance for Water and Irrigation Services for the 2017-2018 Fiscal Year	501700136	65.06	
			006462-000	Encumbrance for Water and Irrigation Services for the 2017-2018 Fiscal Year	501700136	116.28	
			006534-000	Encumbrance for Water and Irrigation Services for the 2017-2018 Fiscal Year	501700136	2,572.41	
			006550-000	Encumbrance for Water and Irrigation Services for the 2017-2018 Fiscal Year	501700136	669.85	
			006583-000	Encumbrance for Water and Irrigation Services for the 2017-2018 Fiscal Year	501700136	2,246.15	
108115	CLARK PUBLIC UTILITIES	07/19/2018	7206-473-6	ELECTRICITY FOR THE SCHOOL DISTRICT	501700068	605.16	605.16
108116	CLARK REGIONAL WASTEWATER DIST	07/19/2018	016345-000	Encumbrance for Water and Sewer Services for the 2017-2018 Fiscal Year	501700135	1,007.00	3,178.73
			016346-000	Encumbrance for Water and Sewer Services for the 2017-2018 Fiscal Year	501700135	76.00	
			032676-000	Encumbrance for Water and Sewer Services for the 2017-2018 Fiscal Year	501700135	666.71	
			032698-000	Encumbrance for Water and Sewer	501700135	894.19	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Services for the 2017-2018 Fiscal Year			
			032753-000	Encumbrance for Water and Sewer Services for the 2017-2018 Fiscal Year	501700135	52.64	
			032849-000	Encumbrance for Water and Sewer Services for the 2017-2018 Fiscal Year	501700135	482.19	
108117	Cochran, Terri L	07/19/2018	TRC- MAY 2018	ENCUMBRANCE TRAVEL AND MILEAGE	501700590	69.32	69.32
108118	DEMCO	07/19/2018	6403306	Gen Funds 2017/2018 Library Supplies See attached list	1031700153	739.17	739.17
108119	ELECTRIC GARDEN MEDIA, LLC	07/19/2018	EGM-18-06-RSD	ENCUMBRANCE FOR VIDEOGRAPHY FOR 3 EMPLOYEES OF THE YEAR	501700658	3,000.00	3,000.00
108120	ESD 112	07/19/2018	136981	BIRTH TO TWO SERVICES THROUGH SPED COOPERATIVE FOR SY 2017-18. CONTRACT NUMBER 18031-019	501700071	8,041.40	8,119.40
			136993	FINGERPRINTING FOR ABM EMPLOYEE JENNIFER ROGERS	0	78.00	
108121	EWING	07/19/2018	5628591	Misc. Parts for Grounds - Irrigation and Landscaping	601700258	62.22	63.16
			5628592	Misc. Parts for Grounds - Irrigation and Landscaping	601700258	0.94	
108122	FOLLETT LIBRARY RESOURCES, INC	07/19/2018	872650	Gen Funds 2017/2018 Library Books See attached list	1031700151	56.95	56.95
108123	FOLLETT SCHOOL SOLUTIONS, INC.	07/19/2018	857380F	2017-18 Library Supplies	1041700171	139.76	309.71
			857390F	2017-18 Library Book Supply	1041700173	169.95	
108124	GEORGE ELEVATOR SERVICE	07/19/2018	2603	Elevator	601700005	325.00	650.20

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			2767	Service-RHS Elevator	601700005	325.20	
108125	GOULD, TIFFANY	07/19/2018	TRC- MAY 2018	Service-RHS TRAVEL	5001700061	189.25	189.25
108126	Halland, Taylor Marie	07/19/2018	NTRC- JUNE 2018	REIMBURSEMENT - TIFFANY GOULD Gen Funds	1031700156	30.02	30.02
108127	HARRY'S KEY SERVICE INC.	07/19/2018	P05041802	2017/2018 PPGI-Taylor Halland Amazon-Guided Reading PD Book	601700220	6,149.54	6,149.54
108128	IMAGINEERING, INC.	07/19/2018	18191	Re-Key of Shop area at RHS	501700232	146.25	1,374.29
			18239	ENCUMBRANCE FOR GRAPHIC DESIGN SERVICES	501700697	284.16	
			18240	TENNIS AND VOLLEYBALL CAMP SHIRTS	501700697	507.37	
			18257	TENNIS AND VOLLEYBALL CAMP SHIRTS	501700711	165.46	
			18258	RCE CAMP SHIRTS	501700711	206.05	
			18269	RCE CAMP SHIRTS	501700711	206.05	
				ENCUMBRANCE FOR GRAPHIC DESIGN SERVICES	501700232	65.00	
108129	J-2 BLUEPRINT SUPPLY INC	07/19/2018	AR48650	ENCUMBRANCE FOR PRINTING OF PROGRAMS FOR GROUNDBREAKING CEREMONY FOR RHS EXPANSION PROJECT.	501700624	249.32	249.32
108130	Jequinto, Joannie I	07/19/2018	TRC- JUNE 2018	TRAVEL	501700664	957.18	957.18
108131	Johnson, Phillip	07/19/2018	PAM JUNE 2018	REIMBURSEMENT FOR ACCOUNTING 1 CLASS	501700156	1,399.68	1,399.68
108132	JR KEENE	07/19/2018	02157	Encumbrance for Auditorium Management Consultant Services for 2017-2018 Fiscal Year	601700252	1,344.16	1,344.16
108133	Kenning JR, Michael D	07/19/2018	TRC- JUNE 2018	Theater training and diagnostics for lighting etc.	501700656	60.39	60.39
				Tech Mileage	501700656	60.39	60.39

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				2017-2018 Fiscal Year			
108134	KING COUNTY DIRECTORS ASSOCIAT	07/19/2018	300293247	KCDA supply purchase Apr. 15 - June 20, 2018	2101700123	15.41	15.41
108135	KYOCERA DOCUMENT SOLUTIONS NOR	07/19/2018	55T1039531	Gen Funds 2017/2018 *Open PO not to exceed \$2500.00 Riso E3471 lease (4) quarterly bill of \$539.83 Contract #SC4939-06	1031700025	539.83	539.83
108136	Lee, Nathaniel Stephen	07/19/2018	NTRC- JUNE 2018	REIMBURSEMENT FROM PPGI FUNDS	501700689	1,000.00	1,000.00
108137	LOWER COLUMBIA COLLEGE	07/19/2018	51873	ENCUMBRANCE FOR ESTIMATED NON-CTE RUNNING START COSTS FOR SY 17-18	501700177	995.79	1,406.88
			51873CTE	ENCUMBRANCE FOR ESTIMATED NON-CTE RUNNING START COSTS FOR SY 17-18	501700177	411.09	
108138	Macdonald, Kelly A	07/19/2018	NTRC- JUNE 2018	2017-18 Reimbursements - Macdonald	1041700193	280.64	280.64
108139	McCoy, Paula Kristen	07/19/2018	NTRC- JUNE 2018	REIMBURSEMENT FOR SUPPLIES	501700674	61.97	61.97
108140	MUSIC IN MOTION, INC	07/19/2018	127.55	Music Classroom Supplies - MEEK	1021700340	140.31	140.31
108141	NEOPOST	07/19/2018	7900044137989749	Encumbrance - Postage for the district office postage machine for December 2017-August 2018	501700457	1,000.00	1,000.00
108142	NORTHWEST TEXTBOOK DEPOSITORY	07/19/2018	114-278-863	READY GEN KINDERGARTEN MATERIALS-NO CHARGE	0	0.00	4,891.95
			114-278-864	READY GEN 1ST GRADE MATERIALS-NO CHARGE	0	0.00	
			114-278-865	READY GEN GRADE 2 MATERIALS- NO CHARGE	0	0.00	
			114-278-866	READY GEN GRADE 3	0	0.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				MATERIALS- NO CHARGE			
			114-278-867	READY GEN GRADE 4	0	0.00	
				MATERIALS- NO CHARGE			
			114-278-868	READY GEN GRADE 5	0	0.00	
				MATERIALS- NO CHARGE			
			114-279-843	SHIPPING COSTS FOR READYGEN	501700638	389.65	
				TEACHER MATERIALS			
			114-280-124	AP LIT AND COMP BOOKS	501700669	4,502.30	
108143	NORTHWEST NATURAL GAS, INC.	07/19/2018	2857349-1	Encumbrance for Natural Gas Utility Services for the 2017-2018 Fiscal Year	501700137	74.13	591.03
			814442-0	Encumbrance for Natural Gas Utility Services for the 2017-2018 Fiscal Year	501700137	38.34	
			820878-7	Encumbrance for Natural Gas Utility Services for the 2017-2018 Fiscal Year	501700137	345.78	
			820883-7	Encumbrance for Natural Gas Utility Services for the 2017-2018 Fiscal Year	501700137	115.01	
			8742-9	Encumbrance for Natural Gas Utility Services for the 2017-2018 Fiscal Year	501700137	17.77	
108144	O'BOYLE, KELLY	07/19/2018	NTRC- COOK CLASS 1	RCE SUMMER COOKING CLASS SUPPLIES	501700713	281.73	882.56
			NTRC-COOKING CLASS 2	RCE SUMMER COOKING CLASS SUPPLIES	501700713	600.83	
108145	PARR LUMBER CO	07/19/2018	26410901	Caution Tape - Parr Lumber - Building	601700260	12.67	12.67
108146	PART WORKS INC	07/19/2018	27654	Plumbing Specialties	601700261	109.64	109.64
108147	POPPERT, CHRISTINE	07/19/2018	TRC - MAY- JULY 201	TRAVEL FOR FRC	0	114.72	114.72

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
108148	PORTER FOSTER RORICK	07/19/2018	107861	MEETINGS AND DELIVER AND PICK UP SUPPLY ITEMS	501700432	13,150.00	13,150.00
108149	PPC SOLUTIONS, INC.	07/19/2018	355105	LEGAL SERVICES FOR SY 2017-18	501700131	4,729.63	4,729.63
108150	RIDGEFIELD HIGH SCHOOL ASB	07/19/2018	S.C 2018 VOLLEYBALL	Security Services 2017-2018 Fiscal Year	501700698	1,538.00	1,538.00
108151	ROCKET INNOVATIONS, INC.	07/19/2018	20180705-RSD122	SUMMER CAMP REVENUE	501700670	362.55	362.55
108152	SCHOOLMART	07/19/2018	408193	ROCKETBOOK ROCKETPAD NOTEBOOKS	501700671	441.35	441.35
108153	SHAW INTEGRATED SOLUTIONS	07/19/2018	99989849	CALCULATOR BUNDLE FOR BEST GRANT	601700238	4,747.54	4,747.54
108154	SHERWIN WILLIAMS CO	07/19/2018	8617-6	Carpet for Family Resource Center	601700257	1,477.22	1,477.22
108155	SHRED-IT USA LLC	07/19/2018	8125082246	Paint and supplies	601700011	120.57	120.57
108156	Siegel, Donna Ann	07/19/2018	TRC- JUNE 2018	SHREDDING SERVICE	0	13.63	13.63
108157	STAR OILCO	07/19/2018	0150996	MILEAGE TO POST OFFICE FROM RHS	601700259	447.96	3,590.44
			151364	Heating Oil - Gas and Diesel	601700249	3,314.01	
			212-CM	Gas for underground storage tank		-171.53	
108158	VANCOUVER SCHOOL DIST	07/19/2018	1001718676	TAX CORRECTION TO ACCOUNT	0		
				Ridgefield School District student placement at Vancouver School District Fir Grove Day Treatment program for 2017-18 school year	2101700030	4,000.00	4,000.00
108159	Varney, Geoffrey S	07/19/2018	TRC- JUNE 2018	Tech Mileage 2017-2018 Fiscal Year	501700655	40.33	40.33
108160	WASHINGTON STATE SCHOOL FOR TH	07/19/2018	2166	Visually Impaired Itinerant teacher services for the 2017-18 school year	2101700035	472.50	472.50
108161	WASTE CONNECTIONS, INC.	07/19/2018	14822773	Encumbrance for Recycling Services for the 2017-2018 Fiscal	501700134	542.65	542.65

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
108162	WAVE BUSINESS	07/19/2018	05757810	Year DARK FIBER LINES FOR SRES AND VRMS SY 2017-2018	501700062	1,800.00	1,800.00
108163	WICHITA STATE UNIVERSITY	07/19/2018	67823BF8	2018 PROJECT LEAD THE WAY CORE TRAINING	3401700011	1,200.00	1,200.00
108164	OETC	07/19/2018	OCS78349	Purchase projectors and lenses for the new 5-8 school project main gym and black box. CONTRACT: OETC 15R-005	2501700052	12,683.00	12,683.00
				54 Computer	Check(s) For a Total of		101,305.37

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	54	Computer	Checks For a Total of	101,305.37
Total For	54	Manual, Wire Tran, ACH & Computer	Checks	101,305.37
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	101,305.37

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 24, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,990.00, and voids/cancellations, totaling \$2,350.00. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, SEA 1ST:  
Warrant Numbers 19812 through 19813, totaling \$1,990.00  
Voids/Cancellations, totaling \$2,350.00

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
19812	Vendor Continued Void	07/12/2018					0.00
19813	RIDGEFIELD HIGH SCHOOL GEN IMP	07/12/2018	3984	Debbie Bentler - Bob Ball - Post Season State Golf Tournament May 21-23 5 students/2 coaches \$20 per day times 7 times 3 days	4021700264	420.00	1,990.00
			3985	Debbie Bentler - Post Season Food \$ for state participants	4021700268	100.00	
			3986	Debbie Bentler - Post Season Food \$ for state participants	4021700268	990.00	
			3987	Debbie Bentler - Post Season Food \$ for state participants	4021700268	600.00	
			3988	Debbie Bentler - Post Season Food \$ for state participants	4021700268	60.00	
	RETURNED FUNDS			POST SEASON FUNDS RETURNED BECAUSE TEAMS RETURNED EARLY DUE TO ELIMINATIONS.	0	-180.00	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				TRACK AND SOFTBALL			
			2	Computer	Check(s) For a Total of		1,990.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
19808	RIDGEFIELD HIGH SCHOOL GEN IMP	07/12/2018	3984	Debbie Bentler - Bob Ball - Post Season State Golf Tournament May 21-23 5 students/2 coaches \$20 per day times 7 times 3 days	4021700264	420.00	2,350.00
			3985	Debbie Bentler - Post Season Food \$ for state participants	4021700268	100.00	
			3986	Debbie Bentler - Post Season Food \$ for state participants	4021700268	990.00	
			3987	Debbie Bentler - Post Season Food \$ for state participants	4021700268	600.00	
			3988	Debbie Bentler - Post Season Food \$ for state participants	4021700268	60.00	
	RETURNED FUNDS			POST SEASON FUNDS RETURNED BECAUSE TEAMS RETURNED EARLY DUE TO ELIMINATIONS. TRACK AND SOFTBALL	0	180.00	
			1	Void	Check(s) For a Total of		2,350.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	1,990.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	1,990.00
Less	1	Voided	Checks For a Total of	2,350.00
			Net Amount	-360.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 24, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$507.13. The payments are further identified in this document.

Total by Payment Type for Cash Account, SEA 1ST:  
Warrant Numbers 19814 through 19814, totaling \$507.13

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
19814	BMO MASTERCARD	07/17/2018	8189 ASB	BMO - pizza for 8th grade field day	4051700053	467.68	507.13
			8189 SMITH ASB	open purchase order for student of the month	4051700034	39.45	
				1 Computer	Check(s) For a Total of		507.13

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	507.13
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	507.13
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	507.13

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 24, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,027.83. The payments are further identified in this document.

Total by Payment Type for Cash Account, SEA 1ST:  
Warrant Numbers 19815 through 19818, totaling \$1,027.83

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
19815	Felton, Anja Geerling	07/25/2018	NTRC- APRIL 2018	Anja Felton - Cheer - Tryout supplies for 2018-19 year	4021700244	44.61	44.61
19816	NEFF	07/25/2018	N002658790	LETTERS AND INSERTS FOR THE BANNER AT THE RHS	4021700002	727.61	727.61
19817	SHELTON HIGH SCHOOL	07/25/2018	2018-48	Gregg Ford - Track - Shelton Track Club Entry Fee for 6 students	4021700230	80.00	80.00
19818	SIGNS & MORE	07/25/2018	91511	Gregg Ford - Track - Banquet for 2017/18 season plaques	4021700275	175.61	175.61
				4 Computer	Check(s) For a Total of		1,027.83

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	4	Computer	Checks For a Total of	1,027.83
Total For	4	Manual, Wire Tran, ACH & Computer	Checks	1,027.83
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,027.83

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 24, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$6,472.80. The payments are further identified in this document.

Total by Payment Type for Cash Account, SEA 1ST:  
Warrant Numbers 2372 through 2372, totaling \$6,472.80

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
2372	BMO MASTERCARD	07/17/2018	1173 HARRIS CF	P-CARD PURCHASE 5-8 SCHOOLS - PE EQUIP	2501700083	2,164.89	6,472.80
			2222 GAYLORD CF	40ft Storage Container for new buidling	601700241	3,550.10	
			2709 VARNEY CF	Purchase UPS mounting brackets for the new 5-8 school project. CONTRACT: KCDA 018-A	2501700067	757.81	
				1 Computer	Check(s) For a Total of		6,472.80



	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	6,472.80
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	6,472.80
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	6,472.80

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 24, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$5,092,867.80. The payments are further identified in this document.

Total by Payment Type for Cash Account, SEA 1ST:  
Warrant Numbers 2373 through 2387, totaling \$5,092,867.80

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
2373	AMERICAN BUILDING MAINTENANCE,	07/25/2018	12537108	RHS-ADDITION/REMOD EL ROOM TO ROOM MOVES (PER BID PROPOSAL ATTACHED)	2501700050	10,000.00	20,000.00
			12621177	RHS-ADDITION/REMOD EL ROOM TO ROOM MOVES (PER BID PROPOSAL ATTACHED)	2501700050	5,000.00	
			12621177 VRMS	RIDGEFIELD 5/6 - 7/8 MIDDLE SCHOOL BUILDING MOVE CONTENTS (PER BID PROPOSAL ATTACHED)	2501700051	5,000.00	
2374	COLUMBIA WEST ENGINEERING INC.	07/25/2018	16364-25	COLUMBIA WEST ENGINEERING GEOTECHNICAL CONSTRUCTION MONITORING SPECIAL INSPECITON SERVICES	2501600033	3,065.25	3,170.25
			16364-25 RORC	GEOTECH MONITORING CITY OF RIDGEFIELD - RORC	2501700005	105.00	
2375	CTL CORPORATION	07/25/2018	0284037	Purchase teacher Chromebooks for the new 5-8 building project. CONTRACT: ESD	2501700068	25,252.87	25,252.87

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
2376	EMERICK CONSTRUCTION COMPANY	07/25/2018	APPLICATION 13B	112-DE-15A CITY OF RIDGEFIELD-RORC 2 MINI-MACC	2501600064	494,306.67	4,702,705.55
			APPLICATION 14	GC/CM Agreement with Emerick Construction Co. for 5/6 and 7/8 schools	2501600031	3,955,116.55	
			APPLICATION 2 RHS	RIDGEFIELD HS - ADDITION/RENOVATIO N MINI MACC #5	2501700070	253,282.33	
2377	KING COUNTY DIRECTORS ASSOCIAT	07/25/2018	300294727	5-8 SCHOOLS ART EQUIPMENT	2501700081	40.68	40.68
2378	LIBERTY MUTUAL INSURANCE	07/25/2018	12947163	INSURANCE PREMIUM FOR RHS REMODEL/ADDITION PROJECT	0	53,020.00	53,020.00
2379	LSW ARCHITECTS, INC.	07/25/2018	2016-0073-22	DESIGN AND ENGINEERING SERVICES FOR NEW 5-8 INTERMEDIATE SCHOOL - 2017 BOND PROJECT	2501600017	25,812.15	81,335.58
			2016-0091-11	ARCHITECH AND DESIGN OF THE HIGH SCHOOL REMODEL	2501700002	30,498.66	
			2017-0022-4	ARCHITECTURAL/ENGI NEERING SERVICES - VRMS REPURPOSING	2501700030	14,364.35	
			2017-0023-3	RIDGEFIELD SCHOOL DISTRICT SECURITY UPGRADES	2501700042	10,660.42	
2380	Vendor Continued Void	07/25/2018					0.00
2381	MICRO K12	07/25/2018	0482294	Purchase wireless network equipment and licensing for new 5-8 school project. The products quoted for this purchase were obtained as the result of an RFP as part of the 2018 E-Rate process. E-Rate funding is not being used for	2501700039	271.00	1,571.80

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			0482431	this purchase. Purchase wireless network equipment and licensing for new 5-8 school project. The products quoted for this purchase were obtained as the result of an RFP as part of the 2018 E-Rate process. E-Rate funding is not being used for this purchase.	2501700039	1,300.80	
2382	OETC	07/25/2018	OCS78391	Purchase document cameras for the new 5-8 building project. CONTRACT: OETC	2501700055	13,916.00	13,916.00
2383	PROFESSIONAL ROOF CONSULTANTS,	07/25/2018	11155	VRMS RE-PURPOSE - EXTERIOR ENVELOPE CONSULTING SERVICES	2501700087	5,469.00	8,094.18
			11156	EXTERIOR ENVELOPE CONSULTING SERVICES	2501600025	2,223.93	
			11157	EXTERIOR ENVELOPE CONSULTING SERVICES	2501700017	401.25	
2384	R&C Management Group	07/25/2018	RSA_21 RORC	CITY OF RIDGEFIELD-RORC MANAGEMENT SERVICES	2501600063	3,756.00	67,822.00
			RSD_21	CONSTRUCTION MANAGEMENT SERVICES - 2017 BOND PROJECTS - 5-8 INTERMEDIATE SCHOOL	2501600015	47,800.00	
			RSD_21 RHS	CONSTRUCTION MANAGEMENT SERVICES FOR RIDGEFIELD HIGH SCHOOL ADDITION. 2017 BOND PROJECT	2501600016	16,266.00	
2385	System Commissioning Consultan	07/25/2018	RMS09	SYSTEM COMMISSIONING CONSULTANT	2501600018	3,385.00	3,385.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SERVICES FOR NEW 5-8 SCHOOLS PROJECT			0.00
2386	Vendor Continued Void	07/25/2018					
2387	TROXELL COMMUNICATIONS, INC.	07/25/2018	119571	Purchase classroom televisions and digital signage for the new 5-8 building project. CONTRACT: NCPA 01-48	2501700048	112.74	112,553.89
			121458	Purchase classroom televisions and digital signage for the new 5-8 building project. CONTRACT: NCPA 01-48	2501700048	22,894.08	
			122837	Purchase 45 75" classroom commercial displays with 5-year warranty. For new 5-8 school classrooms. CONTRACT: NCPA 01-48	2501700037	85,657.68	
			125697	Purchase projector, lens, projector mounts and screen for the new 5-8 school project. CONTRACT: NCPA	2501700063	3,889.39	
15	Computer			Check(s) For a Total of			5,092,867.80

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	15	Computer	Checks For a Total of	5,092,867.80
Total For	15	Manual, Wire Tran, ACH & Computer	Checks	5,092,867.80
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	5,092,867.80



**Board Agenda Item**

Agenda Item Number: V. A. Meeting Date: 07/24/2018

Item: Reports: Superintendent Update

Submitted By: Dr. Nathan McCann, Superintendent

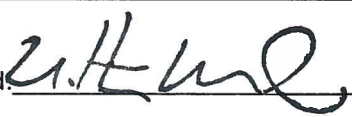
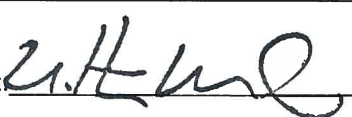
Will Be Presented By: Dr. Nathan McCann, Superintendent

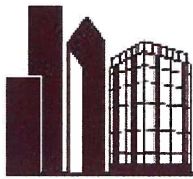
Dr. McCann will provide an update of activities and events around the school district and community.

A. Superintendent – Dr. Nathan McCann

- 1) Bond Project Monthly Update – Scott Rose, R & C Management Group
- 2) Center for Advanced Professional Studies (CAPS) Presentation – Tiffany Gould

Approve	Disapprove	Table	No Action Required
			XXX

Department Head  Superintendent 



R&C  
MANAGEMENT GROUP, LLC

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Monthly Board Update  
July 24, 2018



**RIDGEFIELD**  
SCHOOL DISTRICT

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*unlimited possibilities*



**Ridgefield School District**  
**Monthly Report-Construction**  
**July 24, 2018**

**Table of Contents**

- 1. Executive Summary**
- 2. Budget**
- 3. Schedule**
- 4. Program Quality**
- 5. Progress Photos**
- 6. Action Items**

- 1. Executive Summary**

**Design**

- **2017 Bond Work:** All design activity is complete, including value engineering activity / addenda.
- **2019 Bond Work:** Conceptual (pre-design) phase meetings for the new elementary school are occurring every 2 weeks and included a lessons learned walk-thru on 7/11 of Union Ridge.
  - *Please Note: design activity is starting ahead of a February 2019 election in an effort to open the new school (if the bond is successful) in 2020, due to tremendous growth in the District.*

**Permitting**

- **New SRIS and VRMS Schools:** All permits received. Temporary Certificate of Occupancy (TCO) targeted for 8/2/18.
- **High School Addition:** Building permit received. Permit for sanitary is pending confirmation of calculations for capacity by CRWWD.
- **Elementary Security:** Permits have been received.

- VRMS Re-Purpose: Review comments have been responded to. A building permit is still pending.

### Project Sub-Bidding

- High School Addition: Bids for remaining “non-time critical work” will be received on 7/25, save for rough carpentry which will push out a week to 8/1 to allow for greater competition.
- Elementary Security: Bids for the systems and fencing were received, on budget, awarded, and work proceeding.
- VRMS Re-Purpose: These bids came in higher than initially budgeted. Value engineering has taken place. The electrical portions are out for re-bid (due 8/1). Other work is awarded and reductions being negotiated.

### D Form Process

- New Schools: The D-10 (1) preliminary document had been received at the start of the year. The D-10 final document was received 7/17 and reflected an increase in commitment (see budget). The D-11 reporting is ongoing.
- High School Addition: The D-8 was received, and the D-9 will be submitted this week.
- There is no state funding for the elementary security projects or the VRMS re-purpose and as such no D-Form process.

### Construction

- New Schools:
  - 5/6 Wing and 7/8 Wing: All work completed and most furniture and technology distributed. Final floor polishing and final cleaning remains.
  - Commons: Kitchen complete. Some wainscot, floor polishing and final cleaning remain.
  - Media Center: Interior storefront glass is nearly complete. Final cleaning remains.
  - Front Offices: All work is complete and furniture distributed. Final floor polishing in the halls and final cleaning remains.
  - STEAM Wing: Furniture distribution has started. Work remaining is in corridor – wainscot, final polishing, and cleaning
  - Special Education and Athletics Wing: Work is primarily complete. Minor items like installing locks on lockers and paint touch up remain. Floors have been initially polished but will get a final treatment and cleaning is finishing – ahead of furniture distribution later this week.
  - Site Work: Remaining paving will be completed by 7/28 and remaining concrete by 8/6. Landscaping has had quality control issues and will extend till mid-August. The track paving was re-done to eliminate low spots. Rubberized surface is scheduled for 8/6.

- Work on site is generally on schedule with the exception of landscaping which will be done prior to the start of school.
- Sanitary sewer is complete. Road work has a completion date of 8/17 and field work of 9/8, though Field 3 may extend past that date.
- High School Addition:
  - Front storm sewer is complete.
  - Abatement and Demolition is complete.
  - Bus lane to be paved 8/3.
  - Footings to start 8/1.
  - Weight Room flooring to start 8/6.
- Elementary Security: That work is underway and will finish 8/27.
- VRMS Re-purpose: That work is underway and will finish in late December with the bus loop for Union Ridge completed prior to school in the Fall.

## 2. Budget

- With the adjustments last month, the projects are on budget.
- The new SRIS and VRMS school D-10 final document was received and reflects a construction cost allowance increase. The result is an added \$1,051,076.65. This adjustment offsets a portion of the projected impact fee expenses, which will help support expected costs associated with growth.

## 3. Schedule

- The new SRIS and VRMS schools are still targeted to receive its TCO on 8/2. Office staff will arrive 8/6, and rooms are near-ready now. Spaces for remaining staff will be available by 8/20.
- The high school is still planned to finish with the new building early June 2019 with demolition of the 200 Building and site work to continue throughout that summer. The new bus loop will be completed prior to this Fall and is on target
- Elementary security projects are scheduled to complete by 8/27. Due to earlier bidding struggles, work will push right to that date.
- The VRMS re-purpose had a slow start due to move out, holiday, and earlier bidding struggles, but is fully in progress currently with abatement complete and demolition in progress. An updated schedule reflecting a path to complete work by mid-December is expected in the next 2 weeks.
- All projects are on schedule.

## 4. Program Quality

- On-site observations and inspections are being conducted by LSW and the engineers, Columbia West, City of Ridgefield, Professional Roofing Consultants, and R&C Management. Any non-compliance items are carried in the weekly minutes.
- Concrete polishing was acceptable in the field, but not along the corridor edges and door transitions and is being re-worked.

- Landscaping and irrigation has required daily observations and direction to resolve ongoing quality issues. Those issues appear to be resolved, though daily observations continue.
- LSW and their engineers have provided punch lists of the building exterior, both floors of the classroom wings, and the front offices. Remaining areas are being assessed currently.

## **5. Progress Photos**

- Some recent photos included at end of this report.

## **6. Action Items**

- None currently.

**End of Report**

## Construction Site Photos July 2018



SRIS / VRMS – Media Center – Interior glass finishing, furniture distributed, final cleaning taking place.

## Construction Site Photos July 2018



SRIS / VRMS – Commons – The staging area for furniture that arrives 2-3 times / week, assembled, and distributed.

## Construction Site Photos July 2018



SRIS / VRMS – STEM Fabrication Lab – last minute touches, and equipment from old VRMS arriving this week.

## Construction Site Photos July 2018



SRIS / VRMS – Band Room – All acoustical panels installed and instrument casework recently finished.



## Construction Site Photos July 2018



SRIS / VRMS – Front Office – casework installed and most furniture distributed.

## Construction Site Photos July 2018



HIGH SCHOOL – Bus lane sub-grade being prepped



HIGH SCHOOL – This is what most photos look like right now – finding utilities known and unknown.



## *Center for Advanced Professional Studies (CAPS)*

### *RSD School Board Presentation*

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Ridgefield School District aspires to be the state's premier district, leveraging strong community partnerships to provide each student personalized learning experiences, opportunities, and skills that ensure success and unlimited possibilities.

# *The Why*

**Aligning students to passion and raising awareness of strengths**

- Confidence
- Self-advocacy
- Leadership
- Resiliency
- Professional skills - communication, collaboration, time management, creativity, innovation of products/services

# The What

---

**2 hour courses aligned to high-skill, high-demand professions in the region with college credit available for students.**

- Business, Marketing, & Entrepreneurship
- Engineering & Industrial Design
- Medicine & Healthcare

# *The How*

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**Real, relevant and authentic project work, allowing students to fast forward past high school and college to their first career.**



# Core Principle

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## Profession-based Learning

Instructors develop real-world, project-based learning strategies through collaborations with business and community partners. These interactions enhance the learning experience, preparing students for college and career.

# Core Principle

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## Responsiveness

CAPS supports high-skill, high-demand careers through ongoing innovation in curriculum development, programs and services based on local business and community needs.



# Core Principle

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## Self-Discovery and Exploration

Students realize their strengths and passions by exploring and experiencing potential professions. This allows them to make informed decisions about their future, while learning to exhibit leadership.

# Core Principles

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## Professional Skills Development

Unique experiences allow students to cultivate transformative professional skills such as understanding expectations, time management and other essential business values. These skills are critical to providing students a competitive advantage in their post-secondary education and professional careers.

# Core Principle

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## Entrepreneurial Mindset

Instructors create an environment where creative thinking and problem solving is encouraged. An innovative culture is key to fostering entrepreneurial learning and design thinking.



### Board Agenda Item

Agenda Item Number:  Meeting Date:

Item:



Submitted By:

Will Be Presented By:

B. Board Members

The Board of Directors will have an opportunity to provide an update of activities and events around the district and community.

Approve	Disapprove	Table	No Action Required
			XXX

Department Head:  Superintendent: 



**Board Agenda Item**

Agenda Item Number:  Meeting Date:

Item:

Submitted By:



Will Be Presented By:

VI. Public Comment

*Comments from the public are invited relating to agenda items and non agenda items. A "Citizen's Request to Speak" form must be filled out and submitted to the Board President or Secretary before speaking during the public comment section. Public comments are limited to 3 minutes per person up to 30 minutes total. The Board is precluded from discussing or acting on items raised by public comment which are not already on the agenda. Speakers may offer objective criticism of district operations and programs, but the Board will not hear any complaints concerning specific district personnel. The Board President will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.*

Recommended Action:

Approve	Disapprove	Table	No Action Required
			XXX

Department Head:  Superintendent: 



**Board Agenda Item**

Agenda Item Number: VII. A. – E. Meeting Date: 07/24/2018

Item: Old Business: Approve Second Reading for Revision of Board Policies



Submitted By: Dr. Nathan McCann, Superintendent

Will Be Presented By: Dr. Nathan McCann, Superintendent

- A. Approve Second Reading Revision of Board Policy No. 2000 Student Learning Goals
- B. Approve Second Reading Revision of Board Policy No. 2104 Federal and/or State Funded Special Instructional Programs
- C. Approve Second Reading Revision of Board Policy No. 2108 Learning Assistance Program (formerly named Remediation Programs)
- D. Approve Second Reading Revision of Board Policy No. 2170 Career and Technical Education
- E. Approve Second Reading Revision of Board Policy No. 2255 Alternative Learning Experiences Courses

Recommended Action:

Approve	Disapprove	Table	No Action Required
XXX			

Department Head:  Superintendent: 



## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE

**SUBJECT:** Student Learning Goals Policy 2000

**DATE:** July 2, 2018

**TYPE:** Action

### **Background:**

The proposed revision to the Student Learning Goals Policy 2000 revises the wording of the student learning goals to mirror the language used in RCW 28A.150.210. The bolded words have been added to provide consistency between RCW 28A.150.210 and the Student Learning Goals Policy 2000.

Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings **and with a variety of audiences**

Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government, geography; arts; **and** health and fitness;

Think analytically, logically, and creatively, and to integrate **technology literacy and fluency as well as** different experiences and knowledge to form reasoned judgments and solve problems; and

Understand the importance of work and finance and how performance, effort, and decisions directly affect future careers and educational opportunities.

### **Considerations:**

None

### **Recommendation:**

Hear First Reading of Policy No. 2000 Student Learning Goals

## **STUDENT LEARNING GOALS**

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. With the involvement of parent and community members, the goal of the district is to provide opportunities for every student to develop the knowledge and skills essential to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals will be adopted by the district, as required by state law.

Legal References:           RCW 28A.150.210 Basic education— Goals of school districts  
                                      RCW 28A.655.010 Washington commission on Student Learning —  
                                      Definitions

Management                   Policy News, October 2007 Basic Education Act Revisions  
Resources:

Adoption Date: Reading  
Ridgefield School District  
Revised: 10.07; 12.11; 12.12, **03.12.13**

Classification: **Priority**





## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE

**SUBJECT:** Federal and/or State Funded Special Instructional Programs Policy 2104

**DATE:** February 23, 2018

**TYPE:** Action

### **Background:**

The proposed updates to the Federal and/or State Funded Special Instructional Programs Policy 2104 Washington's consolidated ESSA plan was recently approved. These revisions reflect new ESSA requirements.

### **Considerations:**

The revisions were necessary for clarity and housekeeping changes to reflect ESSA.

### **Recommendation:**

Hear First Reading of Policy No. 2104 Federal and/or State Funded Special Instructional Programs

## FEDERAL AND/OR STATE FUNDED SPECIAL INSTRUCTIONAL PROGRAMS

The district ~~shall~~will participate in those special programs ~~which~~that are funded by state and/or federal government for which a local need can be defined and for which a local program would be developed if funds were available. Board approval ~~shall~~will be required before submission of an application for such a program. Applications may include, but are not limited to, programs for highly capable, remedial, and minority students.

~~The superintendent shall adopt procedures in order that planning, implementation and evaluation phases of a special program are in compliance with the rules and regulations of the funding agency. Applications may include, but not be limited to, programs for gifted, remedial and minorities.~~

Pursuant to federal law, school districts receiving Title ~~1~~I funds to provide educational services to students must do so in accordance with Title ~~1 of the No Child Left Behind Act of 2001.~~I. It is the Board's intent that Title ~~1~~I funds ~~shall~~will be used efficiently and effectively to benefit the academic opportunities and progress of students in ~~school~~School-wide or Targeted Assistance Programs.

Title ~~1~~I funds ~~shall~~will be used to provide educational services that are in addition to the regular services provided for district students. By adoption of this policy, the ~~Board~~board ensures equivalence among schools in teachers, administrators, and auxiliary personnel, and equivalence in the provision of curriculum materials and supplies.

The superintendent or designee will adopt procedures to ensure that planning, implementation, and evaluation phases of a special program comply with the rules and regulations of the funding agency.

Cross References:            2190 - Highly Capable Programs  
   2108 - Learning Assistance Program

Legal References:            RCW 28A.300.070 Receipt of federal funds for school purposes — Superintendent of public instruction to administer  
   20 U.S.C. 6321(c) Title I Comparability Report

Adoption Date: 11.27.07  
Ridgefield School District  
Revised: 08.04

Classification: **Priority**



## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE

**SUBJECT:** Learning Assistance Program Policy 2108 (Formerly Remediation Programs)

**DATE:** July 3, 2018

**TYPE:** Action

### **Background:**

The proposed updates to the Remediation Programs Policy 2108 include the new title Learning Assistance Program.

Washington's consolidated ESSA plan was recently approved. These revisions reflect new ESSA requirements and changes to Chapter 392-162 WAC.

### **Considerations:**

The revisions include all necessary information and eliminate the need for the associated procedures (2108P).

### **Recommendation:**

Hear First Reading of Policy No. 2108 Learning Assistance Program (Formerly Remediation Programs)

## **Learning Assistance Program** ~~REMEDATION PROGRAMS~~

~~The district, within its financial capacity, will offer programs that are designed to meet the needs of educationally disadvantaged students. Eligible students may receive services from one of three special needs programs — special education, will implement a learning assistance (LAP) and Title I of the No Child Left Behind Act of 2001.~~

~~The district or individual school shall conduct a needs assessment and shall develop a plan for the use of LAP funds. Such a plan shall be determined in consultation with an advisory committee, including, but not limited to, parents of participants; teachers; principals; administrators; and school directors. The plan shall include:~~

- ~~A. District and school level data on reading, writing and mathematics achievement;~~
- ~~B. Processes to identify under-achieving students to be served at each site for program services;~~
- ~~C. How accelerated learning plans are developed and implemented for participating schools;~~

~~How designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who do not meet state and classroom assessments are used to inform English language arts or mathematics standards by providing supplemental instruction; and services to those students.~~

- ~~E. How focused and intentional instruction strategies are identified and implemented;~~
- ~~F. How highly qualified staff are developed and support the program at each site;~~
- ~~G. How resources from other federal, state, district and school programs are coordinated with School Improvement plans and district strategic plans to support underachieving students;~~
- ~~H. How a program evaluation will be conducted to determine the direction and elements of the program for the following school year; and~~
- ~~I. Identification of the program activities the district will implement.~~

~~The plan shall be approved by the board of directors prior to submission to the state.~~

~~In compliance with the federal law, the board of directors adopts a parent involvement policy, developed jointly with, agreed upon by and distributed to the parents of children participating in the federal remediation program. The parent involvement policy is 4130.~~

~~The superintendent is directed to identify eligible students and their special needs; design a program(s) that will satisfy those needs by interfacing, when advantageous, federal remediation assistance, learning assistance (LAP), and special education services; monitor the progress of such programs; and provide assurances to state and federal agencies that such programs are in compliance with program requirements of each program with regard to conditions such as staff qualifications, staff student ratios, student records, facilities and materials, financial accounting, reporting and program and student evaluation.~~

### **Selection of Students**

Students participating in the district's learning assistance program will be limited to the following:

- A. Students who score below standard for his or her grade level using multiple measures of performance, which may include the statewide student assessments or other assessments and performance measurement tools administered by the school or district;
- B. Students who are in grades eleven or twelve and are not on track to meet state or local graduation requirements;
- C. Students identified in eighth grade in need of high school transition services, which may continue up through the end of ninth grade; or
- D. Students who are identified by the district as being significantly at-risk of not being successful in school and to be served under the district's readiness to learn program.

**Best Practices**

The district will use best practices in providing learning assistance program services to participating students. The district will select practices and strategies in accordance with WAC 392-162-041.

**Coordination with Other Programs**

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

**Annual Report to OSPI**

The district will submit an annual report to the superintendent of public instruction detailing the following:

- A. The amount of academic growth gained by students participating in the learning assistance program;
- B. The number of students who gain at least one year of academic growth;
- C. The specific practices, activities, and programs used by each school building that received learning assistance funds; and
- D. The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

Cross References: 6100 - Revenues From Local, State and Federal Sources

Legal References: Chapter 28A.165 RCW Learning assistance program  
WAC 392-162 Special service program - Learning assistance

Management Resources: Policy News, June 2005 Learning Assistance Policy Updated

Adoption Date: **11.27.07**  
Ridgefield School District  
Revised: 10.14.98; 06.05

Classification: **Essential**

Second Reading



## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE

**SUBJECT:** Update School Board Policy 2170 CCTE

**DATE:** July 24, 2018

**TYPE:** Action

### **Background:**

The proposed update to the Career and College Technical Education Policy 2170 revises the policy to reflect the “work-integrated learning initiative” passed by the legislature in Engrossed Second Substitute House Bill (ESSHB) 1600. This legislation provides funds for applicant districts to provide work-integrated learning experiences and establishes certain conditions that districts must meet in order to receive the funds. The updated policy references the district’s obligation to comply with such conditions to receive work-integrated learning initiative to receive funds.

### **Considerations:**

None

### **Recommendation:**

Approve Second Reading Revision of Policy No. 2170 CCTE (Career, College and Technical Education)

## CAREER, COLLEGE AND TECHNICAL EDUCATION

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

The district will establish local ~~Career and Technical Advisory Committees- CCTE Advisory Committees~~ to assist in the design and delivery of the district's ~~Career and Technical Education- CCTE~~ program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The ~~district's Career~~ ~~district will relate its CCTE career and Technical Education~~ ~~technical education~~ program ~~will be related~~ to employment demands, current and future, and to the needs and interests of students.

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

The superintendent ~~or designee~~ will develop procedures ~~which will~~ ~~to~~ ensure that ~~the district operates~~ all programs and courses ~~are operated~~ in conformity with the district's plan for ~~CCTE Career and Technical Education technical education~~. Further, the associated procedures will conform to all federal and ~~with all Federal and State~~ ~~state~~ laws prohibiting discrimination based on race, creed, color, national origin, ~~disability, gender, sex, sexual orientation~~ ~~including~~, gender expression ~~or, gender~~ identity, ~~the presence of disability (including any sensory, mental or, physical disability or, the use of a trained dog guide or, and use of service animal,)~~, religion, ~~and~~ honorably discharged veteran or military status. Additionally, the superintendent ~~or designee~~ will seek and utilize all available state and federal sources of revenue for the financial support of ~~Career and Technical Education- CCTE~~ in the district.

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

Cross  
References:     2413 - Equivalency Credit for Career and Technical Education Courses  
                          2140 - Guidance and Counseling



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

Management  
Resources: [2018 - May Issue](#)  
[2011 - June Issue](#)  
[2009 - February Issue](#)

Adoption Date: [01.24.12](#) [Second Reading 07.24.18](#)  
Ridgefield School District  
Revised: 02.09; 06.11; [01.24.12.](#)

Classification: Priority

Second Reading



## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE  
Christen Palmer, Principal of Ridgefield High School

**SUBJECT:** Alternative Learning Experiences Policy 2255

**DATE:** June 22, 2018

**TYPE:** Action

### **Background:**

The proposed update to the Alternative Learning Experiences Policy 2255 incorporates the new definitions for student learning plans and alternative learning experience courses set forth in Senate Bill (SB) 6134. Alternative Learning Experience (ALE) courses occur either in part or wholly outside of a regular classroom setting and may include some components of direct instruction. SB 6134 removes references to percentages of in-person instructional contact time from the definitions of "remote course" and "site-based course," and the revisions reflect those definitions.

### **Considerations:**

Students in ALE courses will need to have updated Student Learning Plans that reflect the legal requirements.

### **commendation:**

ear First Reading Revision of Policy No. 2255 Alternative Learning Experiences

## ALTERNATIVE LEARNING EXPERIENCE PROGRAMS

The board authorizes the creation of ~~an~~ alternative learning experience (ALE) ~~program. courses, as defined in the procedure which accompanies this policy.~~

The district will make available to students enrolled in an ~~alternative learning experience program~~ ALE courses educational opportunities designed to meet their individual needs. The district will comply with all program requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.

ALE programs may include, ~~but are not limited to:~~

~~On-line programs the following types of courses~~ as defined in RCW 28A.150.262; 232.010:

- ~~Parent partnership programs that include significant participation and partnership by parents and families in the design and implementation of a student's learning experience; and~~

1. ~~Contract~~ Online courses (See Policy 2024, Online Learning);

2. ~~Remote courses; and~~

3. ~~Site-based learning programs. courses.~~

The board will adopt and annually review written policies authorizing ~~alternative learning experiences~~ ALE courses, including each ~~alternative learning experience program and program~~ ALE course and course provider. The policy must designate, by title, one or more school district official(s) responsible for overseeing the district's ~~alternative learning experience~~ ALE courses ~~or programs.~~

The district establishes the following alternative ~~program(s)~~ ALE ~~Nova-Net and Advanced Academics~~ courses(s) provided on site or over the internet or by other electronic means, as defined in ~~WAC 392-121-182.~~ WAC 392-121-182:

---

Ridgefield Virtual Learning offers the following ALE courses:

ENGLISH

English 9/English 9 Honors

English 10/English 10 Honors

FITNESS AND HEALTH

Health

Intro to Fitness

Lifetime Fitness

MATHEMATICS

AP Statistics

SCIENCE

Anatomy & Physiology

SOCIAL STUDIES

AP European History

AP Comparative Government

Economics

VISUAL & PERFORMING ARTS

Music Theory  
 WORLD LANGUAGE  
 Chinese Year 1  
 French Years 3, 4  
 Japanese Years 1, 2, 3, 4  
 Latin Years 1, 2, 3  
 CAREER AND TECHNICAL  
 Advanced Computer Applications  
 Web Design  
 Intro to Health Careers  
 AP Computer Programming/Science  
 Intro to Digital Game Programming

The school district official(s) responsible for this (these) course(s) is/are:

-

(Insert the title(s) of the district's official(s))

**Reporting Requirements**

**1. Annual Report to the Board of Directors**

The school district official responsible for overseeing each ALE program/course will report at least annually to the board. This annual report will include at least the following:

- 
- 1. Documentation of ALE student headcount and full-time equivalent enrollment claimed for claimed for basic education funding;
- 
- 2. Identification of the overall ratio of certificated instructional staff to full-time equivalent equivalent students enrolled in each ALE program; course; the number of certificated staff in each ALE course;
- 
- 3. A description of how the program/course supports the district's overall goals and objectives for student academic achievement; and ~~(d)~~
- 
- 3.4. Results of any self-evaluations.

**2. ~~The district will~~ Monthly Report to the Superintendent of Public Instruction**

The district must report monthly to the Superintendent of Public Instruction:

- 
- 1. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and
- 
- 2. Information about the resident and serving districts of such students.

**1-3. Annual Report to the Superintendent of Public Instruction**

The district must submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures made to purchase or contract for instructional or ~~co-curricular~~ co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.

**4. Annual Report to the Superintendent of Public Instruction**

The district must report annually to the Superintendent of Public Instruction:

-

1. the number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and
2. enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.

**Assessment Requirements:**

All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the district.

Part-time students must also be assessed at least annually. However, part-time students who are either receiving home-based instruction under Chapter 28A.200, RCW or who are enrolled in an approved private school under Chapter 28A.195, RCW are not required to participate in the assessments required under Chapter 28A.655, RCW.

Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the district in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures.

Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include:

- arranging for appropriate assessment materials;
- notifying the student of assessment administration schedules;
- arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and
- arranging for any allowable testing accommodations, and other steps as may be necessary.

The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

**Students who drop out of ALE courses**

A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student drops out of the course or is otherwise no longer enrolled.

**Procedures**

The superintendent is directed to develop procedures consistent with WAC 392-121-182 to govern the administration of the ~~district's~~district's ALE ~~program.~~courses.

Cross  
References: 2020 - Course Design, Selection and Adoption of Instructional Materials  
2024 - Online Learning

Legal  
References: RCW 28A.150.305 Alternative educational service providers — Student eligibility.  
RCW 28A.232.010 Alternative learning experience courses — Generally —

Rules — Reports.

RCW 28A.250.050 Student access to online courses and online learning programs — Policies and procedures — Course credit — Dissemination of information — Development of local or regional online learning programs.

WAC 392-121-107 Definition-Course of study

WAC 392-121-182 Alternative learning experience requirements

WAC 392-121-188 Instruction provided under contract

Management Resources:

2018 - May Issue

2017 - April Issue

2014 - February Issue

2012 - October Issue

2011 - October Issue

Adoption Date: **03.13.12**

Ridgefield School District

Revised: 08.05; 10.11; 7.18

Classification: **Essential**



**Board Agenda Item**

Agenda Item Number: VIII. A. – G. Meeting Date: 07/24/2018

Item: New Business: Hear First Reading for Revision of Board Policies


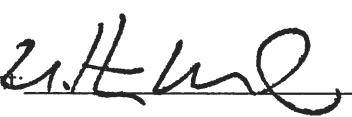
Submitted By: Dr. Nathan McCann, Superintendent

Will Be Presented By: Dr. Nathan McCann, Superintendent

- A. Hear First Reading Revision of Board Policy No. 2410 High School Graduation Requirements
- B. Hear First Reading Revision of Board Policy No. 2413 CTE Equivalency
- C. Hear First Reading Revision of Board Policy No. 3115 Homeless Students Enrollment Rights and Services
- D. Hear First Reading Revision of Board Policy No. 3116 Students in Out-of-Home Care (Foster)
- E. Hear First Reading Revision of Board Policy No. 3520 Student Fees, Fines, or Charges
- F. Hear First Reading Revision of Board Policy No. 4130 Title I Parent Involvement
- G. Hear First Reading Revision of Board Policy No. 6700 Nutrition and Physical Fitness

Recommended Action:

Approve	Disapprove	Table	No Action Required
			XXX

Department Head:  Superintendent: 



## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE  
Christen Palmer, Principal of Ridgefield High School

**SUBJECT:** Policy No. 2410 High School Graduation Requirements

**DATE:** July 24, 2018

**TYPE:** Action

### **Background:**

The proposed updates to the High School Graduation Requirements Policy 2410 address aligning with current and future state graduation requirements. Additionally, there is a move of the procedures out of the Policy 2410 and into the High School Graduation Policy Procedures 2410P.

### **CCTE Credit Requirements:**

Current RHS students have to earn 1.5 credits of CCTE, whereas the current state requirements as well as the future state requirements (under Core 24) are 1.0 credits of CCTE. The proposed move would be a .5 credit from CCTE to general electives, making the elective credit requirement 6.0 credits instead of 5.5 credits.

This would allow students more flexibility to be a part of program areas such as Leadership, Band, Choir, and Art for consecutive years and earn elective credit. Currently students are having to make choices to drop these program areas because they need to fulfill their CCTE credit requirements.

High School and Beyond Plan - There are new requirements as a result of ESHB 2224, including initiating plan for each student during the seventh or eighth grade year.

Waiver of Graduation Requirements -If the district elects to waive high school graduation credits required for the Classes of 2019 and beyond, it must comply with specific legal requirements addressed in Policy 2418, Waiver of High School Graduation Credits. Policy 2418 is discretionary. We do not currently have Policy 2418.

### **Considerations:**

Documents containing High School Graduation Requirements would need to be updated and parents and students would need to be notified.

### **Recommendation:**

Hear First Reading Revision of Policy No. 2410 High School Graduation Requirements



## High School Graduation Requirements

The board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction ~~which~~that may be pursued.

### CREDIT

#### I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) pass the necessary state assessments or a state-approved alternative assessment; and (3) complete a high school and beyond plan.

#### II. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

#### Cross

References: 2418 - Waiver of High School Graduation Credits  
3520 - Student Fees, Fines, or Charges  
3241 - Classroom Management, Discipline and Corrective Action  
3110 - Qualification of Attendance and Placement

#### Legal

References: 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  
RCW 28A.230.093 Social studies course credits – Civics coursework  
RCW 28A.230.097 Career and technical high school course equivalencies  
RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice  
RCW 28A.230.122 International baccalaureate diplomas  
RCW 28A.600.300-400 Running start program - Definition  
RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

WAC 180-51 High school graduation requirements  
WAC 392-121-182 Alternative learning experience requirements  
WAC 392-169 Special service programs - Running start program  
WAC 392-348 Secondary education  
WAC 392-410 Courses of study and equivalencies  
WAC 392-410-350 Seal of Biliteracy  
WAC 392-415-070 Mandatory high school transcript contents

**Management Resources:**

2017 - October Policy Issue  
2015 - October Policy Issue  
2014 - December Issue  
2013 - September Issue  
2012 - April Issue  
2011 - October Issue  
2010 - June Issue  
2009 - April Issue  
2009 - February Issue  
Policy News, August 2007 Graduation Requirements Modified by Legislature  
Policy News, October 2004 Graduation Requirements: High School and Beyond Plans  
Policy News, February 2004 High School Graduation Requirements  
Policy News, December 2000 2004 High School Graduation Requirements Adopted  
Policy News, April 1999 Variations Complicate College Credit Equivalencies

**Additional credit information for Classes of 2017–2020**

**Math (3 credits required)**

The following courses are required: Algebra 1; Geometry; Algebra 2, or a third credit of math, if the elective is based on a career-oriented program of study identified in the student's High School and Beyond Plan and the student, parent/guardian and a school representative meet, discuss the plan and sign a form pursuant to WAC 180-51-067.

**Science (3 credits required)**

At least one lab is required.

**Social Studies (3 credits required)**

The following are required: U.S. History and Government; Contemporary World History, Geography and Problems; .5 credits of Civics (content may be embedded in another social studies course); .5 credits of Social Studies elective.

**Arts (1 credit required)**

Performing or visual arts is required

**Implementation**

The superintendent will develop procedures for implementing this policy which include:

1. Determination of the education plan process for identifying competencies;
2. Establishing the process for completion of the High School and Beyond Plan;

- ~~3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district;~~
- ~~4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days;~~
- ~~5. Making graduation requirements available in writing to students, parents and members of the public;~~
- ~~6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;~~
- ~~7. Granting credit for learning experiences conducted away from school, including National Guard high school career training;~~
- ~~8. Granting credit for correspondence, vocational technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit. State law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma. Tenth and eleventh grade students and their parents will be notified annually of the Running Start Program;~~
- ~~9. Granting credit for work experience;~~
- ~~10. Granting credit based upon competence testing, in lieu of enrollment;~~
- ~~11. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade;~~
- ~~12. Counseling of students to know what is expected of them in order to graduate;~~
- ~~13. Preparing a list of all graduating students for the information of the board and release to the public;~~
- ~~14. Preparing suitable diplomas and final transcripts for graduating seniors;~~
- ~~15. Planning and executing graduation ceremonies; and~~
- ~~16. Developing student learning plans for students who are not successful on one or more components of the statewide assessment.~~

In the event minimum test requirements are adopted by the board, a student who possesses a disability will satisfy those competency requirements which are incorporated into the Individualized Education Plan (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.

### **Seal of Biliteracy**

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students

who meet the criteria as established in WAC 392-410-350 will be awarded the seal on their high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

#### **Awarding of a Diploma**

A student will be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student will also be advised that he/she may receive a final transcript.

#### **Withholding of a Diploma**

A student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged and other outstanding fines. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action. When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

#### **Cross-References:**

#### **Legal References:**

~~3412—Automated External Defibrillators~~

~~3241—Classroom Management, Discipline and Corrective Action~~

~~3110—Qualification of Attendance and Placement~~

~~RCW 28A.230.097 Career and technical high school course equivalencies~~

~~RCW 28A.230.120 High school diplomas—Issuance—Option to receive final transcripts—Notice~~

~~RCW 28A.230.122 International baccalaureate diplomas RCW 28A.600.300-400  
Running start program—Definition~~

~~RCW 28A.635.060 Defacing or injuring school property—Liability of pupil, parent or guardian—Withholding grades, diploma, or transcripts—Suspension and restitution—Voluntary work program as alternative—Rights protected~~

~~WAC 180-51 High school graduation requirements~~

~~WAC 392-121-182 Alternative learning experience requirements WAC 392-169 Special service programs—Running start program WAC 392-348 Secondary education~~

~~WAC 392-410 Courses of study and equivalencies WAC 392-410-350 Seal of Biliteracy WAC 392-415-070 Mandatory high school transcript contents~~

~~2015—October Policy Issue 2014—December Issue~~

~~2013—September~~

~~Issue 2012—April  
Issue~~

~~Policy News, October 2004 Graduation Requirements: High  
School and Beyond Plans~~

~~Policy News, December 2000-2004 High School  
Graduation Requirements Adopted~~

~~Policy News, April 1999 Variations Complicate College  
Credit Equivalencies~~

Adoption Date: First Reading 07.24.18  
Ridgefield School District  
Classification: Essential  
Revised Dates: 09.13; 12.14; 04.15; 10.15; 07.02.16.



## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE

**SUBJECT:** Updated Board Policy 2413 Equivalency Credit for CTE Courses

**DATE:** July 24, 2018

**TYPE:** Action

### **Background:**

The proposed update to School Board Policy 2413 Equivalency Credit for CTE Courses revises the policy based on Senate Bill (SB) 6136, which removes the requirement for the student to be concurrently enrolled in or have successfully completed algebra II for AP computer science to be counted as a CTE equivalent to high school mathematics.

### **Considerations:**

High School counselors will need to implement the equivalency credit if we offer AP computer science in the future.

### **Recommendation:**

Hear First Reading Revision of Policy No. 2413 Equivalency Credit for CTE Courses

## EQUIVALENCY CREDIT FOR CAREER, COLLEGE AND TECHNICAL EDUCATION COURSES

Each high school ~~shall~~will adopt core academic course equivalencies for high school ~~e~~Career, College and Technical Education (CCTE) courses, provided that the ~~career and technical-CCTE~~ course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team ~~shall~~will include a school administrator, the ~~career and technical-CCTE~~ administrator, an instructor from the core academic subject area, an instructor from the appropriate ~~career and technical CCTE~~ course, a school counselor, and a representative from the curriculum department.

~~Career and technical~~CCTE courses approved for equivalency ~~must meet the following criteria: will be:~~

0-1. ~~Align~~Aligned with the state's essential academic learning requirements and grade level expectations; and

0-2. ~~Align~~Aligned with current industry standards, as evidenced in the curriculum frameworks.

The local ~~career and technical-CCTE 2413~~ advisory committee ~~shall~~will certify that courses meet industry standards.

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. The superintendent will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Cross References:      2170 - Career and Technical Education  
2410 - High School Graduation Requirements

Legal References:      RCW 28A.230.097 Career and technical high school course equivalencies.  
RCW 28A.230.120 High School Diplomas – Issuance- Option to receive final transcripts –Notice  
WAC 180-51 High school graduation requirements  
WAC 392-410 Courses of study and equivalencies

Management Resources:      2018 - May Issue  
2013 - September Issue  
Policy News, August 2006 Legislature Codifies Course Equivalency for Career and Technical Courses

Adoption Date: ~~11.27.07~~First Reading 07.24.18

Ridgefield School District

Revised: 08.06; ~~11.27.07~~.

Classification: Essential



## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE

**SUBJECT:** Homeless Students – Enrollment Rights and Services Policy 3115

**DATE:** July 3, 2018

**TYPE:** Action

### **Background:**

The proposed updates to the Homeless Students – Enrollment Rights and Services Policy 3115 address 2017 legislative changes.

**On-time grade level progression and graduation.** School districts are required to waive local graduation requirements and ensure the receipt of a diploma if the student has enrolled in three or more districts as a high school student, and has met state graduation requirements.

**Informed consent – persons authorized to provide for patients who are not competent.** The new provisions allow district staff to provide consent for nonemergency primary care services to homeless children as defined by the federal McKinney-Vento Homeless Assistance Act. It allows district staff to provide consent only when the child is not under the supervision, control, custody, and/or care of a parent, custodian, legal guardian, or DSHS.

The new policy includes protections for RSD against administrative sanctions and civil damages resulting from the consent or non-consent for care or payment for care.

**Free school meals.** New provisions in the law require the district liaison work to improve systems to identify homeless students and coordinate with the district's nutrition program to ensure that each homeless student has proper access to free school meals, and that applicable accountability and reporting requirements are satisfied

### **Considerations:**

The informed consent provision is optional and intended to support "unaccompanied youth" in obtaining nonemergency primary care services. Unaccompanied youth may include students living with non-custodial relatives or friends. These students do not have anyone with legal guardianship to provide this consent. These students often miss school because they are unable to access primary care for minor illnesses.

### **Recommendation:**

Hear First Reading of Policy No. 3115 Homeless Students – Enrollment Rights and Services



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## Homeless Students - Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide them with equal access to the same free, appropriate education (including public-preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including those students who are:

- 0-1. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
- 0-2. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- 0-3. Living in emergency or transitional shelters;
- 0-4. Abandoned in hospitals;
- 0-5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;
- 0-6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings; or
- 0-7. Migratory children living in conditions described in the previous examples.

The superintendent will designate an appropriate staff person to be the district's McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

If the district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act, the principal of each middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

## Best interest determination

In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation, ~~or~~. Additionally, enrollment may not be denied or delayed due to missed application deadlines ~~or~~, fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in compliance with the state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians, and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).

- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

#### **Facilitating on-time grade level progression**

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress, graduation, or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

**(Editor's Note: The following bracketed information is not required by law. However, RCW 7.70.065 (2)(b) allows certain school staff to provide informed consent for the provision of nonemergency primary care services to underage homeless children as defined by the federal McKinney-Vento Homeless Assistance Act, when such children are not under the supervision, control, custody, and/or care of a parent, custodian, legal guardian, or the department of social and health services and when the child is not authorized to provide his or her own consent through another legal mechanism. The optional language below is provided for school boards that would like to include the "informed consent" language based on potential health and welfare benefits for the implicated students.)**

#### **Informed consent for healthcare**

Informed consent for healthcare on behalf of a student experiencing homelessness may be obtained from a school nurse, school counselor, or homeless student liaison when:

a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;

b. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001; and

c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

Upon the request by a health care facility or a health care provider, a District employee authorized to consent to care must provide to the person rendering care a signed and dated declaration stating under penalty of perjury that the employee is a school nurse, school counselor, or homeless student liaison and that the minor patient meet the requirements of RCW 7.70.065 (2) (b) listed above in this policy.

The District and District employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care. Any declaration required by a health care facility or a health care provider described in the above paragraph must include written notice that the District employee is exempt from administrative sanctions and civil liability resulting from the consent or non-consent for care or payment for care.]

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Cross References:        3116 - Students in Foster Care  
                                  3120 - Enrollment  
                                  3231 - Student Records  
                                  3413 - Student Immunization And Life Threatening Health  
                                  Conditions  
                                  4218 - Language Access Plan

Legal References:        RCW 28A.225.215 Enrollment of children without legal residences  
                                  RCW 28A.320.145 Support for homeless students.  
                                  20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of  
                                  1965 as amended by the Every Student Succeeds Act [ESSA]  
                                  42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act  
                                  Chapter 28A.320 RCW Provisions applicable to all districts (new  
                                  section created by 3SHB 1682, 2016 legislative session)

Management  
Resources:                2018 - May Issue  
                                  2017 - October Policy Issue  
                                  2017 - July Policy Issue  
                                  Posters and Other Materials for Community Outreach - OSPI  
                                  2016 - November Issue  
                                  2016 - July Issue  
                                  2014 - December Issue  
                                  2004 - October Issue  
                                  2002 - October Issue

Adoption Date: 03.28.17

Classification: **Essential**

Revised Dates: **10.02; 10.04; 12.11; 12.14; 07.16; 11.16; 07.17; 10.17;**



## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE

**SUBJECT:** Students in Out-Of-Home Care Policy 3116 (formerly Foster Care Policy 3116)

**DATE:** July 3, 2018

**TYPE:** Action

### **Background:**

The proposed updates to the Student in Out-of-Home (Foster) Care Policy 3116 address 2017 legislative changes, including revising the title of the policy and procedure, to reflect ESHB 2684).

ESHB 2684 defines and modifies the process for making educational placement decisions for students placed in out-of-home care, formerly known as foster care.

The following is excerpted from WSSDA Policy and Legal News May 2018:

- The term “out-of-home care” is more accurate than “foster care” because the placement of children into 24-hour per day temporary substitute care away from their parents could be in a foster family home, but could also be with a licensed group care facility, or in another home, such as that of a relative other than the parent.
- Additionally, ESHB 2684 requires school districts to designate a liaison to facilitate district compliance with state and federal laws related to students in out-of-home care. The role of the out-of-home care liaison is to address educational barriers for these students in close collaboration with the Department of Children, Youth, and Families (DCYF). The legislation specifies the duties of the out-of-home liaison
- Notably, the legislation expressly requires school districts to collaborate with DCYF. One of the main areas for collaboration is in developing and implementing protocols, based on the legislation, for making educational placements using “best interest determinations” for students who are placed in out-of-home care. ESHB 2684 specifies that the district and DCYF must develop and implement these protocols before changing the school placement of such a student. New requirements in the legislation include that the district liaison in collaboration with DCYF should make best interest determinations as quickly as possible to prevent educational discontinuity for the student. Additionally, the legislation states that when making best interest determinations, every effort should be made to gather meaningful input from “relevant and appropriate persons” regarding which school the student should attend while placed in out-of-home care.

• **On-time grade level progression and graduation.** School districts are required to waive local graduation requirements and ensure the receipt of a diploma if the student has enrolled in three or more districts as a high school student, and has met state graduation requirements.

Prior to this legislation districts were only required to have procedures to help foster care students with on-time grade level progression and graduation. Also, school boards could adopt local graduation requirements and determine circumstances in which the school district would waive requirements. This legislation requires the school district to adopt specific policy and procedure language that “eliminates academic and nonacademic barriers for the student.”

### **Considerations:**

High School counselors will need training on new procedures.

### **Recommendation:**

Hear First Reading Revision of Policy No. 3116 Students in Out-of-Home (Foster) Care

## Students in ~~Foster~~ Out-of-Home Care

The board recognizes that students in out-of-home or foster care, experience mobility in and out of ~~the foster~~these care ~~systems~~systems and from one home placement to another that disrupts their education, thereby creating barriers to academic success and on-time graduation. Through collaboration with state, local, and/or tribal child welfare agencies, the district will strive to minimize or eliminate educational barriers for students in ~~foster~~out-of-home care, particularly with regard to enrollment, transfer of student records, and transportation to their school of origin. Pursuant to chapter 28A.225 RCW, the district's collaboration with the state department of children, youth, and families in compliance with RCW 74.13.56 is mandatory. The superintendent or designee is authorized to establish procedures and/or practices for implementing this policy.

The District and its schools will work to improve systems to identify students in out-of-home care to ensure that each student has proper access to free school meals and that applicable accountability and reporting requirements are satisfied.

### Point of contact

The superintendent or designee will designate an appropriate staff member to serve as the district's point of contact ~~for~~with local child welfare agencies, if such agencies notify the ~~District~~district in writing that they have designated a point of contact for the ~~District~~district. The point of contact will work with appropriate state, local, and/or tribal child welfare agencies to receive notifications and share information regarding the status and progress of students in ~~foster~~out-of-home care. The point of contact will also work collaboratively with the district's Title I coordinator to provide supports for students in ~~foster~~out-of-home care that are enrolled or seeking to enroll in the district.

### Enrollment

Whenever practical and in the best interest of the child, ~~children~~students placed into ~~foster~~out-of-home care ~~will~~must remain enrolled in the school that they were attending ~~upon entering foster~~at the time they entered out-of-home care. ~~When a determination of the student's best~~ Best-interest is necessary, it will~~determinations should be made as quickly as possible in order to prevent educational discontinuity for the student, and should take into account a number of~~consideration the student-centered factors as described in the procedures that accompany this policy, including concern for the student's safety as well as~~and input from the availability of supports for the student's educational success. Such a determination should involve a district representative, a representative of the~~relevant and appropriate

~~child welfare agency, the student, and the student's biological and foster families, if reasonably feasible. persons listed in procedure 3116P.~~

If remaining in the school of origin is determined not to be in the student's best interest, the district will immediately enroll that student in their new school. Enrollment may not be denied or delayed based on the fact that documents normally required for enrollment have not been provided.

A school may not prevent a student in fosterout-of-home care from enrolling based on incomplete information of any history of placement in special education, any past, current, or pending disciplinary action, any history of violent behavior, or behavior listed in RCW 13.04.155, any unpaid fines or fees imposed by other schools, or any health conditions affecting the student's educational needs during the ten (10) day period that the Department of Social and Health Services has to obtain that information. Upon enrollment, the district will make reasonable efforts to obtain and assess the child's educational history in order to meet the child's unique needs within two (2) school business days. —

#### Records Transfer

When a student in fosterout-of-home care transfers schools, whether within the district or to another school district, the enrolling school will immediately contact the sending school to obtain academic and other records. The sending school will respond as soon as possible to requests it receives for records of students in fosterout-of-home care.

Additionally, upon receipt of a request for education records of a student in fosterout-of-home care from the Department of Social and Health Services, the district will provide the records to the agency within two (2) school days.

#### Transportation

By December 10, 2016, the district will collaborate with state, local or tribal child welfare agencies, as appropriate, to implement a written transportation procedure by which prompt, cost-effective transportation will be provided, arranged and funded for students to remain in their school of origin when in their best interest for the duration of their time in foster care. —

The written procedure will ensure that if additional costs are incurred in providing transportation, the district will provide transportation to the school of origin if: 1) the child welfare agency agrees to reimburse the transportation; (2) the district agrees to pay for the cost of the transportation; or 3) the district and the child welfare agency agree to share transportation costs.



## Dispute resolution

In the event that a caregiver or education decision-maker disputes a district decision regarding the best interest of the student in fosterout-of-home care with regard to enrollment or the provision of any other educationrelatededucation-related service, including transportation, the caregiver or education decision-maker may use the three-tiered appeals process outlined in the procedure that accompanies this policy. The district will make all reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level.

In the event that a dispute occurs between the district and a child welfare agency with regard to issues that do not involve educational placement or the provision of educational services (e.g., transportation reimbursements, failure to collaborate), such disputes may be forwarded to the officeOffice of the superintendent Superintendent of public instructionPublic Instruction for resolution.—

## Review of unexpected or excessive absences

A district representative or school employee will review unexpected or excessive absences of students in fosterout-of-home care and those awaiting placement with the student and adults involved with the student, including their caseworker, educational liaison, attorney if one is appointed, parent, guardian and foster parents. The purpose of the review is to determine the cause of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and unavoidable appointments during the school day. The representative or employee will take proactive steps to support the student's school work so the student does not fall behind and to avoid suspension or expulsion based on truancy.—

## Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students in fosterout-of-home care if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will make best efforts to provide an alternative process of obtaining required coursework so that the student may graduate on time.—

The district encourages consolidation ofwill consolidate partial credit, unresolved, or incomplete coursework and towill provide students in fosterout-of-home care with

opportunities to accrue credit through classroom hours, correspondence courses, or portable assisted study sequence units designed in a manner that eliminates academic and nonacademic barriers for migrant high school the student.

For students— who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district. —

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Cross

References:

- 2418 - Waiver of High School Graduation Credits
- 3115 - Homeless Students- Enrollment Rights and Services
- 3120 - Enrollment
- 3122 - Excused and Unexcused Absences
- 3231 - Student Records
- 6100 - Revenues From Local, State and Federal Sources

Legal

References:

- RCW 28A.150.510 Transmittal of education records to department of social and health services – Disclosure of educational records – Data-sharing agreements – Comprehensive needs requirement document – Report
- RCW 28A.225.023 Youth dependent pursuant to Chapter 13.34 RCW - Review of unexpected or excessive absences – Support for youth's school work
- RCW 28A.225.215 Enrollment of children without legal residences

RCW 28A.225.330 Enrolling students from other districts—Requests for information and permanently records—Withheld transcripts-Immunity from liability—Notification to teachers and security personnel—Rules

RCW 28A.320.192 On-time grade level progression and graduation of students who are dependent youth

RCW 74.13.550 Child placement – Policy of educational continuity

20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]

Management Resources:

[2018 - May Issue](#)

[2017 - July Issue](#)

[2016 - November Issue](#)

[OSPI list of Foster Care Liaisons/DSHS Contacts](#)

Adoption Date: 03.28.17

Classification: **Priority**



## MEMORANDUM

**To:** Board of Directors  
**From:** Dr. Nathan McCann  
**Date:** July 18, 2018  
**Re:** Policy Revision 3520

### REQUEST TO REVISE POLICY 3520 – STUDENT FINES AND FEES

We are requesting to revise board policy 3520 in response to changes in state law. The only changes to the actual policy are legal and cross references to other policies. There are no requested changes to the verbiage of the policy itself.

Paula McCoy,  
Executive Director of Business Services

## **Student Fees, Fines, or Charges**

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

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

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

A student will be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's grades, transcripts, or diploma may be withheld until restitution is made by payment or the equivalency through voluntary work. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

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

If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, attendance, history of violent behavior, violent offenses, sex offenses, inhaling toxic fumes, drug offenses, liquor violations, assault, kidnapping, harassment, stalking or arson, and discipline actions will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine.

### **Cross References:**

**3241 - Classroom Management, Discipline and Corrective Action**

**2020 - Course Design, Selection and Adoption of Instructional Materials**

### **Legal References:**

**RCW 28A.220.040 Fiscal support — Reimbursement to school districts — Enrollment fees — Deposit**

**RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules**

RCW 28A.320.230(f) Instructional materials — Instructional materials committee

RCW 28A.330.100 Additional powers of board

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diplomas or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

AGO 1965-66, #113 Districts - Schools - Fees — Tuition - Supplies — Authority of school districts to charge tuition fees or textbook fees

AGO 1973, No. 11 Districts - Schools - Tuition & Fees — Authority of school districts to charge various fees

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

Adoption Date: 07.24.18 First Reading  
Classification: Priority  
Revised Dates: 06.99; 08.06; 12.07



## MEMORANDUM

**TO:** Ridgefield School District Board of Directors  
Dr. Nathan McCann, Superintendent

**FROM:** Tiffany Gould, Director of Federal Programs and CTE

**SUBJECT:** Policy No. 4130 Title I Parent Involvement

**DATE:** July 24, 2018

**TYPE:** Action

### **Background:**

The proposed revisions to the Policy No. 4130 Title I Parent Involvement reflect new ESSA requirements.

### **Considerations:**

The revisions include all necessary information and ESSA requirements. This policy revision eliminates the need for the associated procedures document (4130P). This policy includes a separate embedded policy for dissemination to schools. Each school that receives Title I, Part A funding (South Ridge and Union Ridge) needs to be provided with the embedded school policy.

### **Recommendation:**

Hear First Reading of Policy No. 4130 Title I Parental Involvement.

**Section: 4000 - Community Relations**

## **Title I Parental Involvement**

The board recognizes that parent involvement contributes to the achievement of academic standards by and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how the district programs. The board views the education of students as a cooperative effort among school, will involve parents and community. The board expects that its schools will carry out family members of Title I students in developing and implementing the district's Title I programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents.

### **District-Wide Parent and Family Engagement**

The district will do the following to promote parent and family engagement:

- A. The district will involve parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that jointly developing the district's Title I plan in the following ways:
  1. Each school participating in Title I programs will meet with the school's Parent Advisory Group at least 2 times each year to participate in the development of the School Improvement Plan and the district's Title I plan.
  2. An annual meeting of parents of participating Title I students will be held to explain the goals and purposes of the Title I program. Title I Staff and District Administration will coordinate the meeting times and meet with parents at the Title I buildings each Fall.
  3. Parents will be given the opportunity to participate in the development, operation and evaluation of the program. Parents will be given an annual survey to complete regarding Title I services and input on future needs, ideas, and suggestions to ensure program effectiveness; and
  - 0-4. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents of Title I students will be given opportunities for feedback through surveys, parent nights, and open house events to give input on the Title I programs offered by the district. *Describe how the district will involve parents: and family members, for example, holding an annual meeting, giving parents and opportunity to review the plan, inviting parent comments, etc.)*

1. Play an integral role in assisting their child's learning;
2. Are encouraged to be actively involved in their child's education at school; and



~~3. Are full partners in their child's education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child;~~

~~B. The board of directors adopts as part of this policy the following guidance for parent involvement. The district will:~~

~~1. Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;~~

~~A. Provide~~The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.

~~2. Build the school's and parent's capacity for strong parental involvement;~~

~~3. Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, or state run preschools;~~

~~A.B. Conduct, with the involvement of parents~~The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of ~~the schools served with Title I funds including:~~ identifying barriers to greater participation of parents in Title I related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and all Title I schools. At that meeting, the following will be identified:

~~1. Involve the~~Barriers to greater participation by parents of children served in Title I, ~~Part A schools~~ activities;

~~2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and~~

~~3. Strategies to support successful school and family interactions.~~

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following:

~~(Describe how the district will facilitate removing barriers, for example;~~

~~a. conducting joint parent meetings with other programs; ;~~

~~b. holding meetings at various times of the day and evening; ;~~

~~c. arranging for in home conferences; and;~~

~~d. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and childcare costs).~~

~~D.~~The district will involve parents of Title I student in decisions about how the Title I, Part A funds reserved for parental involvement parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).

- E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:
1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
    - a. Washington’s challenging academic standards;
    - b. State and local academic assessments, including alternate assessments;
    - c. The requirements of Title I;
    - d. How to monitor their child’s progress; and
    - e. How to work with educators to improve the achievement of their children.
  2. Provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. ~~Materials and training will be provided by: (Describe the materials and training that will be provided, for example, giving~~
    - ~~a. Giving guidance as to how parents can assist at home in the education of their child;~~
    - ~~b. Holding parent meetings at various times of the day and evening to provide parents opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;~~
    - ~~c. Submitting parent comments about the program to the district;~~
    - ~~d. Providing parents with opportunities to meet with the classroom and Title I, Part A teachers to discuss their child’s progress.~~
  3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
    - a. Reach out, communicate with, and work with parents as equal partners;
    - b. Implement and coordinate parent programs; and
    - c. Build ties between parents and the school.
  4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
    - a. Head Start;
    - b. Even Start;
    - c. Learning Assistance Program;
    - d. Special Education; and
    - e. State-operated preschool programs.
  5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - ~~a. Distribution of the Title I Family Involvement policy on an annual basis via district website, as well as presented to all Title I families during conferences; and~~
    - ~~a. Distribution of the Title I Family Involvement policy in multiple languages or formats to the extent needed and practicable. (Describe~~

~~how the district will provide the information, for example, school bulletin, website, beginning of school information, etc.)~~

~~b.~~

## **School-Based Parent and Family Engagement Policies**

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

1. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
2. Offer a flexible number of meetings, such as meetings in the morning or evening;
3. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
4. Provide parents of Title I students the following:
  1. Timely information about Title I programs;
  2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
  3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
  1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
  2. Frequent reports to parents on their children's progress;
  3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Legal References: 20 USC 6311 (“No Child Left Behind Act”)

Management Resources: Policy News, October 2008 Family Involvement Policy

Policy News, June 2005 Title I Parental Involvement Policy

Policy News, August 2003 No Child Left Behind Update

Adoption Date: First Reading 07.24.18

Ridgefield School District

Classification: Essential

| Revised Dates: 8.03; 06.05; 10.08; 12.11-; 02.18



## MEMORANDUM

**To:** Board of Directors  
**From:** Dr. Nathan McCann  
**Date:** July 18, 2018  
**Re:** Policy Revision 6700

### REQUEST TO REVISE POLIDY 6700 - NUTRITION

We are requesting to revise board policy 6700 in response to changes in state law. The new changes require the district to perform annual assessments of its physical education program.

Paula McCoy,  
Executive Director of Business Services

## **Nutrition, Health, and Physical Fitness**

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. The board supports the district's increased emphasis on nutrition, health, physical education, and physical activity at all grade levels to enhance the well-being of the District's students. Therefore, it is the policy of the Board of Directors to provide students with access to nutritious food, emphasize health education and physical education, and provide students with opportunities for physical activity.

### **Wellness Policy**

The district, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

### **Nutrition and Food Services Program**

The Board of Directors supports the philosophy of the National School Lunch and School Breakfast Program and will provide wholesome and nutritious meals for children in the District's schools. The Board authorizes the Superintendent to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the Board. Expenditures for food supplies shall not exceed the estimated revenues.

The Superintendent is responsible for:

- Annually distributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices and submitting them to the board for approval annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Establishing a meal charge policy;
- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;
- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School standards.

### **Health and Physical Education Program**

The District's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals.

The District will ensure that the following requirements are met:

- All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.

- All students, from kindergarten through grade 12, will participate in a quality, standards-based health and physical education program.
- OSPI developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).

Additionally, school districts must conduct an annual review of their PE programs. The review must consist of numerous provisions, including:

- The number of individual students completing a PE class during the school year;
- The average number of minutes per week of PE received by students in grades 1 through 8, expressed in appropriate reporting ranges;
- The number of students granted waivers from PE requirements;
- An indication of whether all PE classes are taught by instructors who possess a valid health and fitness endorsement;
- The PE class sizes, expressed in appropriate reporting ranges;
- An indication of whether, as a matter of policy or procedure, the district routinely modifies and adapts its PE curriculum for students with disabilities; and
- An indication of whether the district routinely excludes students from PE classes for disciplinary reasons.

As a best practice and subject to available funding, the district will strive to ensure:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All schools will have certificated physical education teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

### **Physical Activity**

Physical education class is not to be used or withheld as punishment for any reason. All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program (CSPAP) recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (brain boosters/energizers);
- Physical activity before and after school;
- Recess (which will not be used or withheld as punishment for any reason);
- Family and community engagement;
- Staff wellness and health promotion;
- Active transportation; and
- School district facilities.

### **Cross References:**

2150 - Co-Curricular Program  
 2151 - Interscholastic Activities  
 2161 - Special Education and Related Services for Eligible Students  
 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973  
 2410 - High School Graduation Requirements  
 3210 - Nondiscrimination  
 3422 - Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest

## 4260 - Use of School Facilities

### Legal References:

RCW 28A.210.365 Food choice, physical activity, childhood fitness — Minimum standards — District waiver or exemption policy.

RCW 28A.230.040 Physical Education – Grades 1-8

RCW 28A.230.050 Physical Education in High Schools

RCW 28A.230.095 Essential academic learning requirements and assessments — Verification reports.

RCW 28A.235.120 Meal Programs — Establishment and Operation — Personnel — Agreements

RCW 28A.235.130 Milk for children at school expense

RCW 28A.235.140 School breakfast programs

RCW 28A. 235.145 School breakfast and lunch programs –Use of state funds

RCW 28A. 235.150 School breakfast and lunch programs – Grants to increase participation – Increased state support

RCW 28A.235.160 Requirements to implement school breakfast, lunch and summer food service programs – Exemptions

RCW 28A.235.170 Washington grown fresh fruit and vegetable grant program

RCW 28A.623.020 Nonprofit program for elderly — Authorized — Restrictions

RCW 69.04 Intrastate Commerce in Food, Drugs and Cosmetics

RCW 69.06.010 Food and beverage service worker’s permit — Filing, duration — Minimum training requirements

RCW 69.06.020 Permit exclusive and valid throughout state — Fee

RCW 69.06.030 Diseased persons — May not work — Employer may not hire

RCW 69.06.050 Permit to be secured within fourteen days from time of employment.

RCW 69.06.070 Limited duty permit

WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.

WAC 392-157-125 Time for meals

WAC 392-410-135 Physical Education – Grade school and high school requirement.

WAC 392-410-136 Physical Education Requirement-Excuse

2 CFR Part 200 - Procurement

7 CFR, Parts 210 and 220



7 CFR, Part 245.5

Management Resources: 2018 - May Issue  
2017 - July Issue  
2017 - April Issue  
Comprehensive School Physical Activity Program  
2015 - June Issue  
Recommendations for Waivers in High School Physical Education/Fitness Education, OSPI (September 2013)  
2014 - February Issue  
Wellness Policy Best Practices, OSPI (January 2013)  
Policy News, February 2005 Nutrition and Physical Fitness Policy  
Policy News, December 2004 Nutrition and Physical Fitness Update  
Alliance for a Healthier Generation Wellness Policies  
OSPI Child Nutrition School Wellness Policy Best Practices for Policy Development, Implementation and Evaluation

Adoption Date: TBD

Classification: **Essential**

Revised Dates: **11.04; 12.04; 02.05; 2.06; 10.07; 12.11; 02.14; 06.15; 04.17; 06.17; 07.18**



**Board Agenda Item**

Agenda Item Number: VIII. H. Meeting Date: 07/24/2018

Item: New Business: Approve Annual Updated Pursuing Premier District Goals and Planning Blueprint for 2018-2019


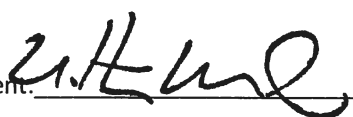
Submitted By: Dr. Nathan McCann, Superintendent

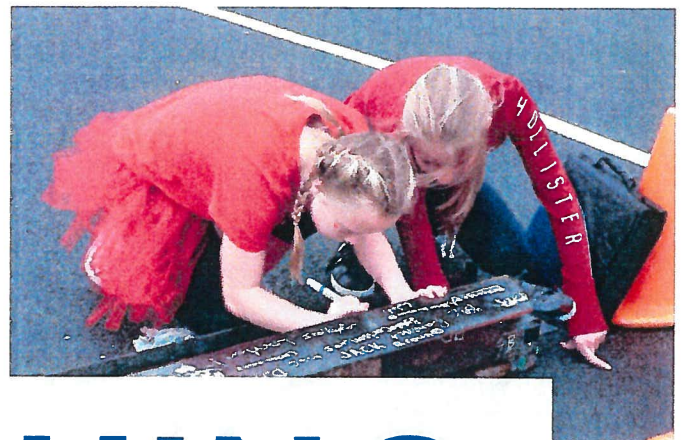
Will Be Presented By: Dr. Nathan McCann, Superintendent

H. Approve Annual Updated Pursuing Premier District Goals and Planning Blueprint for 2018-2019 School Year

Recommended Action:

Approve	Disapprove	Table	No Action Required
XXX			

Department Head:  Superintendent: 



# PURSUING *Premier*



DISTRICT GOALS AND PLANNING BLUEPRINT

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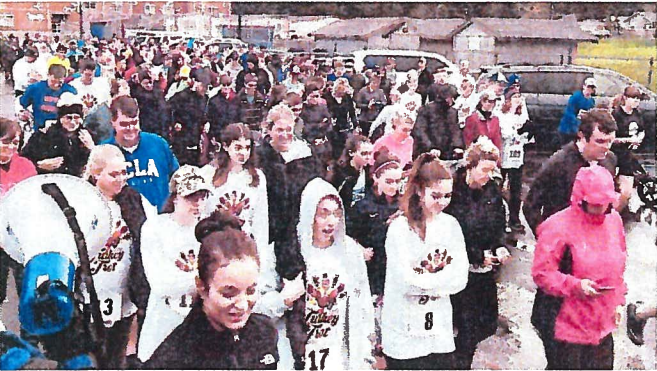
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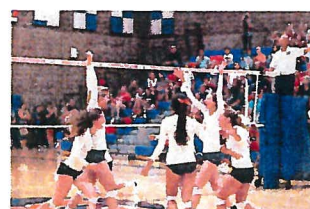
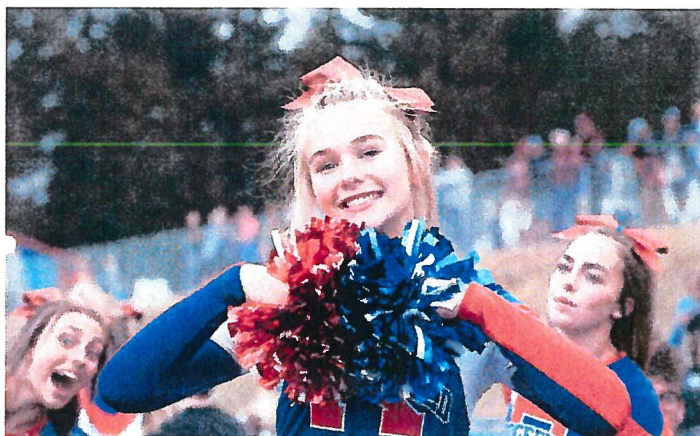
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# PURSUING *Premier*



## DISTRICT GOALS OVERVIEW

- #1** Achieve high outcomes through quality instruction, personalized learning, and continuous improvement resulting in success for every student.
- #2** Provide safe, inclusive, and supportive environments that nurture the well-being of the whole child.
- #3** Provide collaboration and communication opportunities with families, staff, and the community resulting in strong partnerships.
- #4** Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students.

# PURPOSE STATEMENT

Ridgefield School District aspires to be the state's premier district, leveraging strong community partnerships to provide each student personalized learning experiences, opportunities, and skills that ensure success and unlimited possibilities.

## QUALITY INSTRUCTION

We ensure research-based instructional practices are implemented in every classroom utilizing access to professional growth and collaboration opportunities to reflect on and improve our practices.

## EDUCATIONAL PROGRAMS

We deliver a premier educational program dedicated to developing the whole child. We provide students with personalized academic and extracurricular opportunities while increasing student learning.

## LEARNING ENVIRONMENTS

We strive to provide safe, well-maintained facilities with 21st century learning environments in which all students can succeed. We will maximize the availability of our facilities to support community use.



**PURSUING**  
*Premier*

## COMMUNITY PARTNERSHIPS

We create educational partnerships to promote collaboration, improve communication, and provide programs for greater learning opportunities.



# GOAL #1



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*Achieve high outcomes through quality instruction, personalized learning, and continuous improvement resulting in success for every student.*

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## STRATEGIES FOR ACHIEVING THIS GOAL

- Deliver an articulated and challenging K-12 curriculum, aligned to state standards, and taught with fidelity that ensures academic success for every student.
- Staff will develop School Improvement Plan (SIP) goals and strategies to ensure continuous increases in student learning.
- Staff will analyze multiple assessment measures to inform instructional decision-making, track student progress, and ensure every student meets or exceeds expected growth.
- Staff will provide additional instructional support to any student falling below growth expectations.
- Align resources for classroom support, professional development, and implementation of best practices that are proven to increase success for all students.
- Explore and develop flexible learning environments (time, place and pace) that require students to apply academic knowledge, skills, and dispositions necessary in future careers and support personalized experiences for all students.
- Effectively integrate technology practices to optimize and enhance student learning.
- Staff will inform and counsel every student in developing a career, college and life goals pathway necessary for obtaining the goal.

## MEASUREMENT OF SUCCESS

- All students will make at least a year's growth in a year's time.
- All 2nd grade students will be reading at grade level by the end of the year.
- Top district performance or within 5 percentage points of the highest in state assessment data.
- Multiple programs will be available for personalized learning opportunities.
- All secondary students will have an identified career, college and life goals pathway.
- Each school will have an established system to help struggling learners.
- Identified school improvement plan goals will be met annually.
- Graduate follow-up survey will indicate a continuously increasing percentage of students successfully implementing post-secondary pathway choice.



# GOAL #2



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*Provide safe, inclusive, and supportive environments that nurture the well-being of the whole child.*

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## STRATEGIES FOR ACHIEVING THIS GOAL

- Develop and expand family resource center(s) to address the broad range of students and family needs at each school.
- Develop and expand after-school extracurricular program offerings to support students' diverse interests and needs.
- Actively review and refine emergency school procedures with partnering agencies and first responders.
- School improvement plans will address respectful and collaborative environments among all school community members.
- Implement Positive Behavioral Interventions and Supports in all schools.
- Construct and maintain facilities with an emphasis on a safe environment that is conducive to student learning.
- Deliver whole child professional development to staff and parents.
- Expand staff and partnership capacity to address the mental health needs of students.

## MEASUREMENT OF SUCCESS

- Reduction in disciplinary recidivism rate at the end of the 2018-19 school year.
- Continuous improvement in positive response rates on Key Performance Indicators (KPI's) on the Healthy Youth Survey.
- District will continuously make facility enhancements to support safe, inclusive learning environments.
- District's successful completion of Safety Audit and Action Plan annually.
- Annual increase in the percentage of participants in Community Education programs.

# GOAL #3



*Provide collaboration and communication opportunities with families, staff, and the community resulting in strong partnerships.*

## STRATEGIES FOR ACHIEVING THIS GOAL

- Certificated staff will have weekly collaboration time to discuss instructional techniques and analyze student learning.
- The district will communicate with stakeholders in multiple languages.
- Maintain a budget development process that aligns resources with improving student achievement.
- Communicate with staff and stakeholders in a timely manner utilizing a variety of tools that promote two-way communication.
- Provide opportunities for parents and patron involvement at all schools.
- Share and seek feedback on instructional programming, student support and extended learning opportunities with parents and patrons.
- Increase opportunities for parents to be members of the school improvement planning process at each building.
- Increase opportunities for patrons to be members of the district improvement planning process.
- Establish educational partnerships to leverage enhanced opportunities for all students.

## MEASUREMENT OF SUCCESS

- All schools will engage in two-way communication across a variety of electronic and printed media on a monthly basis.
- With district insight and support, complete a budget process annually with input from staff.
- Allow for financial control at the lowest level feasible.
- Continue partnerships with community groups to support and sustain levy and bond initiatives.
- Increase in number of student, staff and community celebrations of success.
- Long-term district plans including technology plan, capital facilities plan, etc, will create partnership opportunities for parents and community members.
- Annual increase in the number of community and business partners collaborating with the district.
- Report to the Community, published and distributed annually, will continue to provide detailed student achievement, attendance and demographic data.

# GOAL #4



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*Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students.*

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## STRATEGIES FOR ACHIEVING THIS GOAL

- Analyze Healthy Youth Survey results at the building level and develop plans of action that address opportunities for improvement.
- Analyze academic and discipline data for disparate gaps. Develop strategies to narrow identified gaps.
- The district will maintain and enhance support of the Family Resource Center's mission of supporting all Ridgefield families.
- Increase awareness of and develop programs that support the unique needs of targeted identified sub-group populations.
- Remove barriers for under-represented students and their families to increase access to and participation in programs of choice.
- Each Ridgefield school will identify differentiated and individualized pathways to meet the needs of each student.

## MEASUREMENT OF SUCCESS

- Continuous improvement in positive response rates on Key Performance Indicators (KPI's) on the Healthy Youth Survey.
- The state's annual equity gap report will show a narrowing of disparity.
- Expansion of the Ridgefield Family Resource Center, both in terms of space and staff.
- Reduction in the disciplinary disparity between student sub-groups in the district at the end of the 2018-19 school year.
- Annual increase in the percentage of students involved in extracurricular activities in the Ridgefield School District.
- Annual increase in the number of students accessing individualized learning pathways.
- Annual expansion of access to the activity bus.
- Annual expansion of Tier II and Tier III academic intervention strategies.
- Annual reduction in student chronic absenteeism rate at all schools.



**Board Agenda Item**

Agenda Item Number:  Meeting Date:

Item:

Submitted By:

Will Be Presented By:

I. Approve Collective Bargaining Agreement between Ridgefield School District and Ridgefield Education Association-Coaches

Recommended Action:

Approve	Disapprove	Table	No Action Required
XXX			

Department Head  Superintendent 

**COLLECTIVE BARGAINING AGREEMENT**

**Between**

**BOARD OF DIRECTORS  
RIDGEFIELD SCHOOL DISTRICT**

**and**

**RIDGEFIELD EDUCATION ASSOCIATION - COACHES**

**EFFECTIVE DATE**

**September 1, 2018 – August 31, 2021**

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## ARTICLE I – ADMINISTRATION

### Section 1. STATUS OF AGREEMENT

DEFINITIONS: Unless the context in which they are used clearly requires otherwise, the following terms are defined as:

Association:               The Ridgefield Education Association – Coaches (REA-C)  
District:                    The Ridgefield School District (The Employer)  
Superintendent:         The Chief Administrative Officer of the Ridgefield School District

The term “Agreement” shall mean this entire contract.

The term “days” shall mean business days unless otherwise specifically defined in this Agreement.

This Agreement shall become effective when ratified by the Board and Association and executed by authorized representatives thereof and may be amended or modified only with mutual consent of the parties.

This Agreement shall supersede any rules, regulations, policies, resolutions, or practices of the District, which shall be contrary to or inconsistent with its terms. Rules, regulations, policies or resolutions, other than dealing with wages, hours of work or fringe benefits, not in conflict with this Agreement, shall remain in full force subject to change by Board and/or Administrative action.

### Section 2. ADMINISTRATION OF AGREEMENT

Either the Association or the Superintendent may request a meeting with the opposite party at a mutually agreeable date and time to review and discuss the administration of this Agreement.

### Section 3. CONFORMITY TO LAW

This Agreement shall be governed and construed according to the Constitution and Laws of the State of Washington. If any provision of this Agreement, or any application of this Agreement to any employee or groups of employees covered hereby, shall be found invalid by operation of law, such provision or application shall have effect only to the extent permitted by law; and all other provisions or applications of the Agreement shall continue in full force and effect.

If any provision of this agreement is so held to be contrary to law, the parties shall commence negotiations on said provision as soon thereafter as is reasonably possible.

### Section 4. COMPLIANCE OF AGREEMENT

Individual employee contracts between the District and an individual employee heretofore executed shall be subject to the terms and conditions of this contractual agreement. If any individual employee contract contains any language inconsistent with this Agreement, this Agreement shall be controlling.

### Section 5. NO LOCKOUT/STRIKE

During the duration of this Agreement, the Association and its members will not initiate, cause or participate in any strike or work stoppage affecting the District. There will be no lockout of employees in the unit by the District as a consequence of any dispute arising during the period of this Agreement. There will be a moratorium on this provision during any reopener period.

Section 6. MANAGEMENT RIGHTS

The Board and the REA-C recognize that the Board has certain powers and duties that under the Constitution and Laws of the state of Washington may not be delegated, limited, or abrogated by an agreement with any party.

It is the intention of the parties that all rights, powers, prerogatives, duties and authority of the Board are retained by the Board except for those which are specifically abridged or modified by this agreement.

Section 7. RECOGNITION AND COVERAGE

The Ridgefield School District Board of Directors, hereinafter called the Employer or Board, recognizes the Ridgefield Education Association – Coaches (REA-C), hereinafter called the Association, as the exclusive bargaining agent under the authority of RCW Chapter 41.56 as recognized by the Public Employment Relations Commission (PERC) for all employees who conduct extracurricular activities in the Ridgefield School District for which no certification is required, excluding supervisors, confidential employees, certificated employees when performing as such, ticket-takers, safety patrol, time-keepers, casual employees and all other employees.

Section 8. RETYPING AND REPRINTING AGREEMENT

The District shall print and distribute copies of the Agreement/Addendums. All employees new to the District shall be provided a copy of the Agreement/Addendums by the District upon date of hire.

**ARTICLE II – BUSINESS**

Section 1. REPRESENTATION FEE DEDUCTIONS

In the event an employee is a dues paying member in good standing of a Washington Education Association (WEA) certificated or classified bargaining unit, he/she will not be required to pay dues (other than local REA-C dues) and shall be a member in good standing of the REA-C.

In the event an employee is not a dues paying member in good standing of a Washington Education Association (WEA) certificated or classified bargaining unit he/she will not be required to be a member or pay a representation fee.

The bargaining unit shall give written notice to the District by August 1 of the dollar amount of dues of the Association to be deducted in the coming year under payroll deductions.

The District shall maintain a process for dues deduction from the employee's salary and transmit that amount each month to the REA.

An employee subject to this Agreement and hired subsequent to the effective date of this Agreement shall become a member in good standing within (30) days, upon District receipt of a dues authorization form.

A dues authorization shall continue in effect from year to year unless a request of revocation is submitted to the District and the Association, signed by the employee, and received between August 1 and August 31 preceding the designated school year for which revocation is to take place.



## Section 2. PAYMENT PROVISIONS

Employees shall receive monthly payments throughout the term of their sport season.

During the summer, employees may elect to have their warrants sent to their home address or to their bank provided that the proper authorization forms are completed and submitted to the district office on or before June 1.

## ARTICLE III – PERSONNEL

### Section 1. ASSOCIATION RIGHTS

Intra-school mail facilities may be used for distribution of Association communications so long as such communications are labeled as Association materials.

The Association may post notices of activities and matters of Association concern on bulletin boards to be provided in each faculty lounge of each building in the District, provided such notices are clearly labeled as being of and by the Association. The District, however, shall not assume the responsibility of or any liability for notices posted to or to be delivered for Association purposes.

School facilities and equipment may be used for Association meetings and business at reasonable times during non-duty hours provided that such meetings shall not interfere with the normal school operations. The Association shall pay for supplies and materials used.

The District agrees to furnish to the Association in response to reasonable requests all available information that is routinely prepared in the normal operation of the District, concerning the financial resources of the District, together with information, which may be necessary for the Association to process any grievance.

### Section 2. EMPLOYEE RIGHTS

Employees shall have the right to self-organization, to form, join or assist employee organizations to bargain collectively through representatives of their own choosing.

There shall be no discrimination against any employee or applicant for employment by reason of race, creed, religion, color, marital status, sex, age, domicile, national origin, or because of their membership in employee organizations.

Employees in the Ridgefield School District enjoy all rights conferred by the laws of Washington or constitutions of Washington and the United States.

The District agrees to follow a policy of progressive discipline, which shall include a verbal warning, a written reprimand and suspension without pay and discharge. The District reserves the right to start at any appropriate level in the progressive discipline continuum depending on the seriousness of the case. No employee shall be disciplined without just cause. Such discipline will be private.

Any complaint made against an employee will be called to the attention of the employee within thirty-five (35) days upon receipt of the complaint.

Complaints against an employee not called to his/her attention cannot be used as a basis for, or as evidence in any disciplinary action.

An employee has the right to have a representative from the Association present when formally being questioned, reprimanded, warned or disciplined. All information forming the basis of any reprimand, warning or discipline shall be in writing and made available to the employee upon request.

### Section 3. EMPLOYEE/DISTRICT PROTECTION

The District agrees to provide liability insurance coverage pursuant to RCW 28A.400.370.

The District will create and maintain a safe working environment for employees. Employees may use such action as is necessary to protect themselves, fellow employees, administrators, or students from attack, physical abuse, or injury.

### Section 4. STUDENT DISCIPLINE

Employees shall have the responsibility to observe the substantive and procedural due process rights of the students.

Discipline shall be enforced fairly and consistently regardless of race, creed, sex or status. Such rights and responsibilities shall be in accordance with the law.

The District and the employees shall require acceptable behavior on the part of all students who participate in school-sponsored activities. When corrective action is necessary, it shall be understood that authority by employees to use prudent disciplinary measures for the safety and well being of pupils and employees is supported by the District, if such discipline is consistent with the law, District and building adopted student discipline policy, student and athletic code of conduct, and other related expectations of GSHL (current league) and WIAA.

### Section 5. ASSIGNMENTS AND VACANCIES

Extracurricular positions need not be posted in the event the employee currently holding the position is requested by his/her supervisor to continue in the same position for the next season and/or school year, or if an assistant coach position is filled by a coach already working in that sport in the District. All head coach vacancies shall be posted.

When a vacancy occurs, the District notifies building staff of the posting. Building staff interested in consideration for the posting must notify the District using the selected on-line application tool within five (5) working days. The District may elect to fill the vacancy with a staff member whom is deemed qualified.

Whereas the head coach is responsible for the continuity of the program, he/she will be a member of the hiring committee for assistant coaches when available.

### Section 6. PERSONNEL FILES

The official files on employees are confidential; as such shall be available for inspection only to the employee, supervisor, and confidential employees of the District. An employee shall be notified when the District intends to place a document in his/her personnel file and shall have the opportunity to review all materials originating from within the District when they are made a permanent part of the personnel file.

There shall be an official extra-curricular personnel file for each employee, which shall be maintained in the District Office. In the event the coach/advisor is also a certificated or classified employee of the District, his/her extra-curricular personnel file shall be a separate file from his/her certificated or classified file.

An employee shall have the right to answer and/or refute in writing any materials, which may be judged by him/her to be derogatory to his/her conduct, service, character or personality. The written response shall be made part of his/her personnel file.

An agent of the District will be present when the employee reviews the materials. The employee also has the right to have anyone of his/her choosing present during the review. An employee may have a copy of any document included in the personnel file at his/her expense.

Derogatory material shall not be included in an employee's personnel file if a copy of said material has not been made available to the employee.

#### Section 7. IN-SEASON STAFFING ADJUSTMENTS

Upon request, the parties shall meet and confer to discuss the number of coaches in a particular sport. The request shall consider supervision, safety and squad size. The District shall decide within five (5) days whether to change the number of coaches hired.

#### Section 8. EVALUATION –

The Athletic Director, or his/her designee, using the Ridgefield School District Evaluation form, Appendix B and C, will evaluate coaches/advisors and their programs.

Head coaches/advisors will complete and submit to the Ridgefield School District Athletic Director evaluation reports for each assistant in their program within 1 week of the season ending. Upon approval from the Athletic Director, head coaches/advisors will present evaluation reports to assistants.

Information included in the evaluations will be based upon observations of the evaluator.

Additional information may be relied upon in the evaluation if the evaluator had investigated and validated the information prior to its use in the evaluation process.

Each head coach/advisor and assistant coach will meet within forty (40) days following the completion of the varsity season with the Athletic Director to discuss the evaluation. The evaluator and the evaluatee shall each sign the copy. The evaluatee's signature does not necessarily indicate agreement with the evaluation and the evaluated may attach an explanation to the evaluation. A copy of the evaluatee's evaluation will go to the Athletic Director and the District Superintendent, to be placed in the evaluatee's personnel file.

**\*\*Add Core Covenants section to evaluation forms within section A (see Appendix B and C).**

#### Program Exhibits Attributes of the Ridgefield School District 7-12 Core Covenants

- Program reinforces Core Covenants components in daily routine and program recognition.
- Expectations of good sportsmanship behaviors are set, shared and followed through.
- Measurable individual and team performance goals are established, assessed and celebrated.

- Year-round relationships and ongoing communication exist with all stakeholder groups.
- Practices are designed and executed with maximum participant activity, to challenge athletes and are kept on schedule.
- There is a system in place within the program to assist students who are struggling academically.
- Volunteers fill a variety of roles as part of the program culture.

#### **ARTICLE IV – EXTRACURRICULAR CONTRACTS**

An extracurricular contract shall be issued for all extracurricular assignments.

The length of an employee’s extracurricular contract shall be the length of the assigned activity or sport season. In the event a sport experiences an extended season, coaches will be paid per Article V, Section 1.

#### **ARTICLE V – EXTRACURRICULAR STIPENDS**

See Appendix A (Salary Schedule)

##### **Section 1. POST-SEASON PAY**

Post-season will become effective after the completion of the regular league competition. All head coaches will participate. Assistant coaches may be included upon the Athletic Director’s recommendation and approved by the high school administration. Post-season play responsibilities eligible for pay include practice, preparation for practice, competitive events, preparation for competitive events, travel, and supervision. The head coach of each program may elect to take all members of the coaching staff to regional or round one of the playoffs, if desired. All members of the coaching staff will have associated travel expenses (hotel, meals, mileage) covered.

Post-season stipends shall be calculated on a percentage basis of a coaches supplemental contract, consistent with the stipend/hours calculations as applied to the salary schedule. Coaches for activities with regional or round one of playoffs (exclusive of sanctioned league playoffs) shall receive an additional 10% of their supplemental contract. If a team wins at regional, or advances to round two, the coaches shall receive another 10%. Sports that have a third round would not be further compensated beyond round one (1) 10% and round two (2) 10%.

#### **ARTICLE VI – PERSONAL PROFESSIONAL GROWTH INITIATIVE:**

Each coach will be allocated a set amount of dollars each year to be used for personal professional growth activities selected and pursued by the coach, including, but not limited to: first aid certification, registration fees for workshops, conferences, or seminars. The Personal Professional Growth Initiative funds shall be \$200 per varsity head coach, per sport. All other coaches will receive \$150 per coach, per sport.

Unused funds will be carried over to the following school year for use by the teacher, provided that at no time will the funds available to a coach exceed \$400 (head coach) / \$300 (all other coaches) per year.

Coaches are to provide original receipts to the Business Office for reimbursement for use of personal professional growth funds and may be reimbursed following purchase without waiting until the training is held.

Annual allocation of the funds described in the first paragraph are contingent upon passage of the M&O levy at the same level as the previous school year.

## **ARTICLE VII – GRIEVANCE PROCEDURE**

### 1. Definitions

- a. “Grievant” shall mean a bargaining unit member or group of bargaining unit members of the Association.
- b. “Grievance” shall mean a claim or a complaint by a grievant that there has been a violation, misinterpretation or misapplication of any terms or provisions of this Agreement or of any rules, order, policy, regulation, or practice of the employer.

### 2. Rights to Representation

- a. A grievant shall have the right to be accompanied by the Association at all steps of the grievance procedure.
- b. In the event a grievant elects to file and proceed without Association representation, he/she may do so through the first two steps of the procedure only, provided that the Association is present at every meeting or conference in order to protect its contract rights, and further provided that copies of the grievance, appeals and responses are given to the President in a timely fashion.
- c. No grievance may be processed with a grievant having representation other than him/herself or the Association.

3. Individual Rights: Nothing contained herein shall be construed as limiting the right of any employee having a complaint to discuss the matter through administrative channels and to have the problem adjusted without the interaction of the Association, as long as the Association is notified in writing of the disposition of the matter and such disposition is not inconsistent with the terms of this Agreement.

4. Procedure: The parties support resolution of the grievance at the lowest possible level. Grievances shall be processed in the following manner:

Step 1. SUPERVISOR/PRINCIPAL: The parties encourage employees and their supervisor/principal to attempt to resolve problems through free and informal communications prior to filing formal grievances. Within twenty (20) days of the occurrence, or of the grievant’s knowledge of the occurrence, the formal grievance shall be presented in writing to the employee’s supervisor/principal, who will arrange for a conference between him/herself, the grievant and the Association Representation to take place within ten (10) days after receipt of the grievance. The supervisor/principal shall provide the grievant and the Association with a written answer to the grievance within ten (10) days after the meeting. Such answer shall include all reasons upon which the decision was based.

Step 2. SUPERINTENDENT: If the grievant is not satisfied with the disposition of the grievance at Step 1, or if no decision has been made within the time line, the grievance may be appealed to the Superintendent within ten (10) days after receipt of the Step 1 decision. The Superintendent shall arrange for a hearing with him/herself, the grievant, the first level supervisor and the Association Representation to take place within ten (10) days of his/her receipt of the appeal. The grievant and the Association shall have the right to include in the representation such witnesses they deem necessary to develop the facts pertinent to the grievance. Upon conclusion of the hearing, the Superintendent will have ten (10) days to

provide his/her written decision, together with the reasons for the decision to the grievant and the Association.

Step 3. BOARD: If the grievant is not satisfied with the disposition of the grievance at step 2, or if no decision has been made within the time line, the grievance may be appealed to the Board within ten (10) days after receipt of the Step 2 decision. The Board shall arrange for a hearing with the Board, the grievant and the Association Representative to take place within ten (10) days of their receipt of the appeal. The grievant and the Association shall have the right to include in the representation such witnesses they deem necessary to develop the facts pertinent to the grievance. Upon conclusion of the hearing, the Board will have ten (10) days to provide their written decision, together with the reasons for decision to the grievant and the Association.

Step 4. ARBITRATION: If the Association is not satisfied with the disposition of the grievance at step 3, or if no decision has been made within the time line, the grievance, at the option of the Association, may be submitted before an impartial arbitrator. The Association shall exercise its right of arbitration by giving the Board written notice of its intent to arbitrate within twenty (20) school days of receipt of the written disposition by the Board. The arbitrator shall be an arbitrator selected by the parties, from a list of arbitrators provided by the Public Employment Relations Commission (PERC). The rules used will be as indicated by PERC.

Neither the District nor the Association shall be permitted to assert in such arbitration proceeding any evidence or rely on any evidence not previously disclosed to the other party.

#### Powers of the Arbitrator

It shall be the function of the arbitrator and he shall be empowered except as his powers are limited below, after due investigation, to make a decision in cases of alleged violation of the specific articles and sections of the Agreement. The arbitrator shall have no power to add to, subtract from, or modify any of the terms of this Agreement. The arbitrator shall confine his inquiry and decision to the specific area of the Agreement as cited in the grievance form.

The decision of the arbitrator will be submitted to the District and the Association and will be final and binding upon the parties.

#### Arbitration Costs

Each party shall bear its own costs of arbitration; however, the parties shall share the fees and charges of the arbitrator equally.

#### Continuity of Grievance

Notwithstanding the expiration date of this Agreement, any claim of grievance arising hereunder may be processed through the grievance procedure until resolution.

#### No Reprisals

No reprisals of any kind will be taken by the Board or administration against any employee because of his/her participation in the grievance process. Should the grievant or a witness be required to be released from his/her certificated/classified assignment, such release will be without loss of pay or benefits; however, the Association will bear all costs of released time for all persons representing the Association during the processing of a grievance.



**ARTICLE IX – COACHING/ADVISOR RESPONSIBILITIES**

The coach/advisor has the responsibility to adhere to all Board policies, WIAA rules, building rules, administrative directives and coaching/advisor responsibilities while training students to achieve their best potential.



Salary is Contract amount divided by weeks per season per WIAA

\$6,160.04	\$5,544.04	\$4,928.03	\$4,312.03	\$3,624.94
<b>RHS Head</b>	<b>RHS Head</b>	<b>RHS Head</b>	<b>RHS Head</b>	<b>VRMS Head</b>
Football	Basketball	Baseball Fastpitch Soccer Track	Bowling Golf - Fall Golf - Spring Gymnastics Tennis X-Country	Basketball Football Soccer Track Volleyball Wrestling X-Country
Cheer**		Volleyball 5073(1) Wrestling 5073(1)		
Not to exceed 40 hours per week	Not to exceed 40 hours per week	Not to exceed 40 hours per week	Not to exceed 33 hours per week	Not to exceed 33 hours per week
** Not to exceed 353 total hours				



		75% Of head coach		
\$4,620.03	\$4,158.03	\$3,696.02	\$3,234.02	\$2,718.71
<b>RHS Assistant</b>	<b>RHS Assistant</b>	<b>RHS Assistant</b>	<b>RHS Assistant</b>	<b>VRMS Assistant</b>
Football	Basketball 4160(3)	Baseball Fastpitch Soccer Track Volleyball 4160(2) Wrestling 4160(2)	Golf - Fall Golf - Spring Gymnastics Tennis X-Country	Basketball Football Soccer Track Volleyball Wrestling X-Country
Cheer** Weights & Conditioning **				
Not to exceed 32 hours per week	Not to exceed 32 hours per week	Not to exceed 32 hours per week	Not to exceed 26 hours per week	Not to exceed 26 hours per week
** Not to exceed 282 total hours				



\$4,056.00	\$2,392.00	\$1,872.00	\$1,872.00
<b>RHS Activities</b>	<b>RHS Activities</b>	<b>RHS Activities</b>	<b>VRMS Activities</b>
Speech/Debate	Mock Trial	Knowledge Bowl	Knowledge Bowl

Salary is Contract amount divided by weeks per season per WIAA

\$6,406.44	\$5,765.80	\$5,125.15	\$4,484.51	\$3,769.94
<b>RHS Head</b>	<b>RHS Head</b>	<b>RHS Head</b>	<b>RHS Head</b>	<b>VRMS Head</b>
Football	Basketball	Baseball Fastpitch Soccer Track Volleyball Wrestling	Bowling Golf - Fall Golf - Spring Gymnastics Tennis X-Country	Basketball Football Soccer Track Volleyball Wrestling X-Country
Cheer**				
Not to exceed 40 hours per week	Not to exceed 40 hours per week	Not to exceed 40 hours per week	Not to exceed 33 hours per week	Not to exceed 33 hours per week
** Not to exceed 353 total hours				



		75% Of head coach		
\$4,804.83	\$4,324.35	\$3,843.86	\$3,363.38	\$2,827.46
<b>RHS Assistant</b>	<b>RHS Assistant</b>	<b>RHS Assistant</b>	<b>RHS Assistant</b>	<b>VRMS Assistant</b>
Football	Basketball	Baseball Fastpitch Soccer Track Volleyball 4160(2) Wrestling 4160(2)	Golf - Fall Golf - Spring Gymnastics Tennis X-Country	Basketball Football Soccer Track Volleyball Wrestling X-Country
Cheer** Weights & Conditioning**				
Not to exceed 32 hours per week	Not to exceed 32 hours per week	Not to exceed 32 hours per week	Not to exceed 26 hours per week	Not to exceed 26 hours per week
** Not to exceed 282 total hours				



\$4,218.24	\$2,487.68	\$1,946.88	\$1,946.88
<b>RHS Activities</b>	<b>RHS Activities</b>	<b>RHS Activities</b>	<b>VRMS Activities</b>
Speech/Debate	Mock Trial	Knowledge Bowl	Knowledge Bowl

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Salary is Contract amount divided by weeks per season per WIAA

\$6,726.76	\$6,054.08	\$5,381.41	\$4,708.73	\$3,920.74
<b>RHS Head</b>	<b>RHS Head</b>	<b>RHS Head</b>	<b>RHS Head</b>	<b>VRMS Head</b>
Football	Basketball	Baseball Fastpitch Soccer Track Volleyball Wrestling	Bowling Golf - Fall Golf - Spring Gymnastics Tennis X-Country	Basketball Football Soccer Track Volleyball Wrestling X-Country
Cheer**				
Not to exceed 40 hours per week ** Not to exceed 353 total hours	Not to exceed 40 hours per week	Not to exceed 40 hours per week	Not to exceed 33 hours per week	Not to exceed 33 hours per week



		75% Of head coach		
\$5,045.07	\$4,540.56	\$4,036.06	\$3,531.55	\$2,940.56
<b>RHS Assistant</b>	<b>RHS Assistant</b>	<b>RHS Assistant</b>	<b>RHS Assistant</b>	<b>VRMS Assistant</b>
Football	Basketball	Baseball Fastpitch Soccer Track Volleyball 4160(2) Wrestling 4160(2)	Golf - Fall Golf - Spring Gymnastics Tennis X-Country	Basketball Football Soccer Track Volleyball Wrestling X-Country
Cheer** Weights & Conditioning**				
Not to exceed 32 hours per week ** Not to exceed 282 total hours	Not to exceed 32 hours per week	Not to exceed 32 hours per week	Not to exceed 26 hours per week	Not to exceed 26 hours per week



\$4,429.15	\$2,612.06	\$2,044.22	\$2,044.22
<b>RHS Activities</b>	<b>RHS Activities</b>	<b>RHS Activities</b>	<b>VRMS Activities</b>
Speech/Debate	Mock Trial	Knowledge Bowl	Knowledge Bowl

141.5

## Ridgefield School District Head Coach Evaluation

Coach: \_\_\_\_\_

Building: \_\_\_\_\_

Sport/Position: \_\_\_\_\_

School Year: \_\_\_\_\_

**1) Undeveloped**

(Growth is needed)

**2) Emerging**

(Has demonstrated growth)

**3) Proficient**

(Competent/skilled/adept meets expectations in most areas)

**4) Exemplary**

(Demonstrates high competency in all areas)

**5) Distinguished\*\***

(Program is set apart from others and is recognized as an example of excellence)

**A. Professional and Personal Responsibilities****Professional Practices**

1 2 3 4 5

- Positive and enthusiastic approach toward the program.
- Behaves as a positive role model in the school and community for students.
- Exercises self-control, poise, and professionalism at practices and contests.
- Exercises professional judgment in regard to appropriate attire for practices and contests.

**Compliance with District Policies**

1 2 3 4 5

- Oversees and conducts all fund-raising activities according to established policies and procedures.
- Attends clinics and continues professional growth (when possible and as required)
- Follows district policies and procedures

**Program Exhibits Attributes of the RSD 7-12 Core Covenants**

1 2 3 4 5

- Program reinforces Core Covenants components in daily routine and program recognition.
- Expectations of good sportsmanship behaviors are set, shared and followed through.
- Measurable individual and team performance goals are established, assessed and celebrated.
- Year-round relationships and ongoing communication exist with all stakeholder groups.
- Practices are designed and executed with maximum participant activity, to challenge athletes and are kept on schedule.
- There is a system in place within the program to assist students who are struggling academically.
- Volunteers fill a variety of roles as part of the program culture.

**Comments****B. Coach/Organizer/Leader****Staff/Program Development**

1 2 3 4 5

- Organizes and defines the roles of staff.
- Emphasizes and demonstrates sportsmanship and safety to players and staff.

- Leads and supervises staff in overall program implementation
- Develops “team” approach in working with coaching staff
- Helps develop capabilities/skills of staff members
- Develops daily practice plan, which is developmental in nature in terms of the necessary skills and techniques
- Helps develop capabilities/skills of staff members (7-12)

**Administrative Duties**

1 2 3 4 5

- Assists in maintaining administrative information (roster, physicals, awards, etc.)
- Effectively conducts tryout process
- Oversees and leads in “developmental philosophy” of feeder programs
- Distributes and discusses District-approved policies, goals, and/or notebook
- Responsibly reports to administration as timely as possible any issues of safety or injury
- Develops and distributes a year round program calendar and itineraries as required

**Planning and preparation**

1 2 3 4 5

- Allocates time wisely to make program successful
- Understands program’s place in overall school operations
- Engages in ongoing communications with administration about program and program needs
- Oversees and maintains, in a timely manner, the care of equipment in terms of safety, inventory, record keeping, issuing, collecting, cleaning and replacement
- End of season awards banquet is planned and well organized including presentation of athlete awards and certificates
- Conducts evaluations of assistant coaches as directed

**Comments**

**C. Relationship with Participants**

**Rapport and Relationships with Participants**

1 2 3 4 5

- Has enthusiastic and positive approach to each player
- Motivates in an acceptable manner
- Treats students with respect, dignity, and compassion
- Maintains proper player-coach relationship
- Supervises locker room, training room and all aspects of team travel

**Program Expectations**

1 2 3 4 5

- Establishes and maintains reasonable expectations of students in terms of time and performance in sport
- Establishes, informs, and maintains reasonable behavioral expectations of students and reinforces those expectations in a fair and consistent manner
- Establishes and distributes program lettering criteria to participants

**Comments**

**D. Relationship with Parents, Community, and School**

**Parent Communication**

1 2 3 4 5

- Conducts a parent meeting at the start of the season
- Maintains open lines of communication and keeps parents informed
- Makes intentions and methods clear to parents

**Public Image and Program Promotion**

1 2 3 4 5

- Presents and maintains positive school image in community and school
- Communicates in a positive manner with media concerning programs and players
- Supports other school programs
- Carries out “public appearance” responsibilities positively

**Comments**

**E. Sport Skills**

1 2 3 4 5

- Demonstrates knowledge of the sport.
- Demonstrates the ability to teach the sport and sport skills.
- Develops the student-athlete in the individual and/or team skills.

**Comments**

**Observations/Suggestions:**

_____	_____ ☐ (plans to return)
*Coach	Date
_____	_____
Athletic Director	Date
_____	_____
Assistant Principal/Principal	Date

\*The coach’s signature indicates that he/she has read and discussed the above evaluation. It does not indicate complete agreement. He/she may express disagreement with any items or comments in written form to be attached to this document. All copies will likewise have any attachment.

\*\*i.e. – Program is used as a model for other school districts. Coach is asked to teach others or conduct a clinic. Coach has been awarded Coach of the Year for the sport, or asked to coach an all-star team.

## Ridgefield School District Assistant Coach Evaluation

Coach: \_\_\_\_\_  
Sport/Position: \_\_\_\_\_

Building: \_\_\_\_\_  
Year: \_\_\_\_\_

- |  |  |   |   |
|--|--|---|---|
| <b>1) Undeveloped</b><br><small>(Growth is needed)</small> | <b>2) Emerging</b><br><small>(Has demonstrated growth)</small> | <b>3) Proficient</b><br><small>(Competent/skilled/adept meets expectations in most areas)</small> | <b>4) Exemplary</b><br><small>(Demonstrates high competency in all areas)</small> |
|--|--|---|---|

**A. Professional and Personal Responsibilities**

**Professional Practices** **1 2 3 4**

- Positive and enthusiastic approach toward the program.
- Behaves as a positive role model in the school and community for students.
- Exercises self-control, poise, and professionalism at practices and contests.
- Exercises professional judgment in regard to appropriate attire for practices and contests.
- Supervises locker room, training room and aspects of team travel as assigned.
- Attends clinics and continues professional growth (when possible and as required).

**Compliance with District Policies** **1 2 3 4**

- Follows district policies and procedures.
- Responsibly reports to head coach and/or administration as timely as possible any issues of safety or injury.

**Program Exhibits Attributes of the RSD 7-12 Core Covenants** **1 2 3 4**

- Program reinforces Core Covenants components in daily routine and program recognition.
- Expectations of good sportsmanship behaviors are set, shared and followed through.
- Measurable individual and team performance goals are established, assessed and celebrated.
- Year-round relationships and ongoing communication exist with all stakeholder groups.
- Practices are designed and executed with maximum participant activity, to challenge athletes and are kept on schedule.
- There is a system in place within the program to assist students who are struggling academically.
- Volunteers fill a variety of roles as part of the program culture.

**Comments:**

**B. Leadership/Organization**

**Organization and Program Involvement** **1 2 3 4**

141.9

- Emphasizes and demonstrates sportsmanship and safety to players and staff.
- Participates as a “team” member with coaching staff.
- Contributes effectively to tryout process.
- Allocates time wisely to make program successful.
- Understands program’s place in overall school operations.

**Administrative Duties**

**1 2 3 4**

- Assists in maintaining eligibility information (roster, physicals, awards, etc.).
- Handles daily care of equipment, record keeping, and facilities as directed by head coach.
- Responsibly reports to administration/head coach any issues of safety or injury.

**Planning and Preparation**

**1 2 3 4**

- Assists, as assigned, in developing daily practice plans, which are developmental in nature in terms of the necessary skills and techniques.
- Attends coaches meetings as directed by head coach.

**Comments:**

**C. Relationship with Participants**

**Rapport and Relationships with Players**

**1 2 3 4**

- Has enthusiastic and positive approach to each player.
- Motivates in an acceptable manner.
- Maintains proper player-coach relationship.

**Program Expectations**

**1 2 3 4**

- Maintains reasonable expectations of students in terms of time and performance in sport.
- Informs, and maintains reasonable behavioral expectations of students, and reinforces those expectations in a fair and consistent manner.
- Treats students with respect, dignity, and compassion.

**Comments:**

**D. Relationship with Parents, Community and School**

**1 2 3 4**

- Maintains open lines of communication and keeps parents informed.
- Makes his/her intentions and methods clear to parents.
- Presents and maintains positive school image in community and school.

**Comments:**

**E. Sport Skills**

**1 2 3 4**

- Demonstrates knowledge of the sport.
- Demonstrates the ability to teach the sport and sport skills.



- Develops the student-athlete in the individual and/or team skills.

**Comments**

**Observations/Suggestions:**

_____	_____
*Coach	Date
_____	_____
Head Coach	Date
_____	_____
Athletic Director	Date
_____	_____
Assistant Principal/Principal	Date

\*The coach’s signature indicates that he/she has read and discussed the above evaluation. It does not indicate complete agreement. He/she may express disagreement with any items or comments in written form to be attached to this document. All copies will likewise have any attachment.

\*\*i.e. – Program is used as a model for other school districts. Coach is asked to teach others or conduct a clinic. Coach has been awarded Coach of the Year for the sport, or asked to coach an all-star team.

**GRIEVANCE**  
**COMPLAINT BY THE AGGRIEVED**

**Type or Print:**

**Aggrieved Person:** \_\_\_\_\_

**Date of Formal Presentation:** \_\_\_\_\_

**Address of Aggrieved:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Association Representative:** \_\_\_\_\_

**STATEMENT OF THE GRIEVANCE:**

**APPLICABLE AND VIOLATED SECTIONS OF THE COLLECTIVE BARGAINING AGREEMENT:**

**RELIEF SOUGHT:**

\_\_\_\_\_  
**Signature of the aggrieved**

\_\_\_\_\_  
**Date**



**Board Agenda Item**

Agenda Item Number:  Meeting Date:

Item:

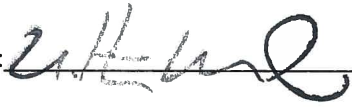

Submitted By:

Will Be Presented By:

J. Approve Interlocal Agreement for Renewing Services for Cooperative Information Management Services between Ridgefield School District and ESD 112 for Fiscal Year 2018-2019

Recommended Action:

Approve	Disapprove	Table	No Action Required
XXX			

Department Head:  Superintendent: 

**INTERLOCAL AGREEMENT FOR RENEWING SERVICES  
FISCAL YEAR 2018-2019**



**EDUCATIONAL SERVICE DISTRICT NO 112  
2500 NE 65th Avenue  
Vancouver WA 98661-6812**

**Parties to the Contract:**

Educational Service District No. 112, hereinafter referred to as “ESD112”, and Ridgefield School District No. 122, 2724 S Hillhurst Road, Ridgefield WA 98642-9088, hereinafter referred to as the “District”.

IN WITNESS WHEREOF, the District and ESD112 (the Parties) have executed this Agreement on the date and year indicated below. Signed versions of this Agreement transmitted by facsimile copy or electronic mail shall be the equivalent of original signatures on original versions.

<b>RIDGEFIELD SCHOOL DISTRICT NO 122</b>	
AUTHORIZED SIGNATURE:	DATE:
<b>EDUCATIONAL SERVICE DISTRICT NO 112</b>	
AUTHORIZED SIGNATURE:	DATE:

<b>Summary Statement-Contract Purpose</b>	
<b>COOPERATIVE INFORMATION MANAGEMENT SERVICES</b>	
To provide the District with cooperative data processing, software, and support services as mutually deemed acceptable to the District and ESD112 through the Southwest Washington Regional Service Center (SWRSC).	
<b>Contract Number: 19000-019</b>	<b>Financial Terms:</b> Payments under this contract shall not exceed \$135,727.07,
<b>Contract Period</b> Initial Term Start: September 1, 2018 Initial Term End Date: August 31, 2019 Nonrenewal Notification: May 1, 2019	<b>Invoice Schedule:</b> To be billed \$19,922.37 on September 1, 2018 and \$10,527.70 for the remaining eleven (11) months. (Exhibit A §3.1, §3.2)

<b>Attachments:</b> This Agreement consists of this signature page and the following exhibits, which constitute the entire understanding of the Parties.
<b>Exhibit A: Terms for Services Provided</b>
<b>Exhibit B: General Terms &amp; Conditions</b>
<b>Exhibit C: Member Service Options &amp; Description of Services</b>

<u>ESD112 INFORMATION</u>	
REV ACCT NO:	6412 71 931
DEPT APPROVAL	G Hottman
BUDGET APPROVAL	G Hottman
BUS SVC APPROVAL	CS

**IF OPTING OUT OF ELECTRONIC SIGNATURE:**  
Send scanned copy of contract with executed signature by email to:  
**districtcontracts@esd112.org**

**EXHIBIT A**  
**TERMS FOR SERVICES PROVIDED**

**1. Purpose.**

- 1.1** ESD112 and the District are entering into this Agreement for the purpose of providing the District with cooperative data processing services, software, and support services, as set forth in Exhibit C to this agreement (“Services”) and as mutually deemed acceptable to the District and ESD112. Service shall be delivered through the Southwest Washington Regional Service Center (SWRSC) located at ESD112.
- 1.2** The provision of educational, instructional or specialized services in accordance with this Agreement will improve student learning or achievement.

**2. Term.**

- 2.1 Initial Term.** The Initial Term for the Agreement shall be from September 1, 2018 to August 31, 2019.
- 2.2 Renewal Term.** This Agreement shall automatically be renewed for an additional one year term (the Renewal Term) unless either party to the Agreement notifies the other party in writing prior to May 1<sup>st</sup> that it is not renewing the Agreement. The party that fails to provide written notice before May 1<sup>st</sup> shall be required to pay damages in accordance with Exhibit B, Section 4. Changes to services ESD112 is obligated to provide or fees the District is obligated to pay shall be addressed as Amendments (Exhibit B, Section 3) to this Agreement.

**3. Finance, Budget and Property.**

- 3.1 Contract Amount.** The District shall pay ESD112 an amount of \$135,727.07 for services provided under this Agreement as described in Section 1.1 above.
- 3.2 Invoicing.** ESD112 shall invoice the District in twelve (12) installments: \$19,922.37 invoiced on September 1, 2018 and \$10,527.70 monthly for the remaining eleven (11) months. Invoices shall be paid within thirty (30) days of receipt.
  - 3.2.1** Fees shall be based on the District’s current year average annual full-time equivalent (“AAFTE”) student enrollment; however, the monthly invoices shall use the previous year AAFTE until the current year AAFTE is known. An adjustment will be made in September of each year to correct the amount due using the actual AAFTE. If the AAFTE is less than 250, then fees shall be based upon “Minimum for districts under 250 AAFTE” as set forth in Exhibit D “Member Service Options”.
  - 3.2.2** In each annual billing cycle, the District’s first monthly installment payment is due September 30 of each year and the last monthly installment payment is due August 31. The adjustment to actual AAFTE for that fiscal year is due September 30 of the next fiscal year.

- 3.3 Budget.** A separate budget for services under this Agreement is not necessary and therefore is not being prepared. Expenses and revenues shall be addressed in the District's and ESD112's budget.
- 3.4 Property.** All personal property and assets acquired or received in connection with the obligations under this Agreement, including but not limited to equipment, materials, supplies and funds, shall be owned and retained by ESD112, both during the term of this Agreement and after the Agreement is terminated, partially or completely. Real property shall not be acquired.
- 4. Scope of Services and Parties' Obligations.** The Parties agree to fulfill the following obligations:
- 4.1 Responsibilities of ESD112.** ESD112 shall provide computer processing support services, software support, and product coordination services to the District as set forth in Exhibit C, collectively referred to as "Services". Services and the corresponding fees for Services are subject to change annually, provided that the District is given notice of such annual change at least ninety (90) days prior to its effective date.
- 4.1.1 Support.** ESD112 shall provide direct support to designated District staff. Support will be categorized by Tiers. If a Tier cannot resolve an incident, it is escalated until it is resolved. Incidents will be reported to ESD112 using a web-based service tracking system (FootPrints). However, to expedite critical incidents, the District may also use the phone, email or other means of communication to increase the visibility of the issue to ESD112.
- 4.1.1.1 Tier I Support.** The District shall be responsible for Tier I support. The District shall attempt to make initial remedy of incidents. If the issue cannot be resolved, designated District staff shall contact ESD112 for Tier II support.
- 4.1.1.2 Tier II Support.** ESD112 shall provide Tier II support and shall perform analysis and investigate the cause and, if possible, provide the District the remedy for an incident. If the incident cannot be resolved by Tier II support, ESD112 shall contact Washington School Information Processing Cooperative, or "WSIPC", for Tier III support.
- 4.1.1.3 Tier III Support.** WSIPC is the final escalation of issues and incidents that impact District usage of Software. The Tier III role is performed by WSIPC and external vendors, including analysis and investigation of application incidents, and infrastructure troubleshooting. Resolution might include defect correction, data manipulation, program analysis, and hardware replacement.
- 4.1.2 Performance Standards.** Service incidents received from the District are assigned a severity level depending on the nature of the issue and its impact on the District. An initial severity level is assigned to each incident when it is received. Severity levels are defined as:



contact with ESD112 in matters pertaining to Services, including emergency support notifications.

- 4.3.4 Attempt to resolve issues related to use and support of Services. If issues cannot be resolved by District staff, it shall be escalated to ESD112 by the single point of contact assigned by the District.
- 4.3.5 Recognize that ESD112 requires access to production and test Skyward fiscal and student databases, or any derivatives thereof, utilized by the District in order to deliver Services to the District. Therefore, the District agrees to provide full production and test database access to ESD112 personnel directly engaged in the support and delivery of Services to the District
- 4.3.6 Not disclose or make available any software or documentation associated with the Services to any parties or persons not using Services on behalf of the District. The District agrees to safeguard all proprietary materials being provided under this Agreement and shall not change, modify, or alter any software without prior written permission, nor infringe on or violate any vendor license agreement entered into on their behalf.
- 4.3.7 Negotiate with ESD112 an amount to be included in a contract addendum for any services beyond the scope of this agreement, either requested by the District or required by ESD112.
- 4.3.8 Be responsible for making reasonable accommodations for District staff, including any modifications or adjustments to a job or the work environment, that will enable an employee with a disability to participate in Services delivered or to perform essential job functions related to Services. If for any reason the District fails to provide a reasonable accommodation that is necessary for receipt of the service provided by ESD112 and ESD112 provides an accommodation, the District shall pay ESD112 for the costs ESD112 incurs to provide the accommodation.

5. **Agreement Contacts.** In the table below, if contact is the same as another listed, “same” may be noted. Signature Authority / Notice contact must be completed; other contact information is optional information.

	<b><u>THE DISTRICT</u></b>	<b><u>ESD 112</u></b>
<b>SIGNATURE AUTHORITY / NOTICE CONTACT-Required</b>		
Name:	Dr. Nathan McCann	Tim Merlino
Position:	Superintendent	Superintendent
Phone:	360.619.1307	360.750.7500
Email:	nathan.mccann@ridgefieldsd.org	tim.merlino@esd112.org
<b>PROGRAM CONTACTS</b>		
Name:	Dr. Nathan McCann	Gavin Hottman
Position:	Same as above	CFO
Phone:		360.952.3489
Email:		gavin.hottman@esd112.org



Ridgefield School District No. 122  
 Contract No. 19000-019  
 Cooperative Information Management Services

<b>FISCAL / BUDGET CONTACTS</b>		
Name:	Paula McCoy	Gavin Hottman
Position:	Business Manager	Same as above
Phone:	360.619.1307	
Email:	paula.mccoy@ridgefieldsd.org	
<b>ACCOUNTING / BILLING CONTACTS</b>		
Name:	Lisa McGhee	Christy Stalcup
Position:	Accounting/Fiscal	AR Specialist II
Phone:	360.619.1311	360.952.3490
Email:	lisa.mcghee@ridgefieldsd.org	christy.stalcup@esd112.org

**EXHIBIT B**  
**GENERAL TERMS & CONDITIONS**

1. **Authority & Organization.**
  - 1.1 This Agreement is entered into in accordance with the authority granted in the Interlocal Cooperation Act, RCW 39.34.030 and provisions that authorize educational service districts and school districts to contract with each other for services, specifically 28A.310.010, 28A.310.180, 28A.310.200, 28A.320.080 and 28A.320.035.
  - 1.2 A separate legal entity is not being created. ESD112 shall administer the joint undertaking described in the terms of this Agreement.
  
2. **General Responsibilities of the Parties.** ESD112 and the District shall:
  - 2.1 Conduct background checks on any officials, employees, volunteers or agents who may perform obligations under this Agreement and who may have contact with children in a public school or ESD112 facility. No party/person who has plead guilty to, or been convicted of, a felony crime specified in RCW 28A.400.322 will be allowed to do work under this contract if they may have contact with children in a public school or ESD112 facility. Failure to comply with this provision is grounds for immediate termination.
  - 2.2 Comply with federal, state, and local laws in performing obligations under this Agreement, and any policies or regulations adopted by the Parties' boards of directors.
  - 2.3 Obtain and maintain general liability coverage, including contractual liability coverage, and automobile coverage in an amount not less than \$1,000,000 per occurrence. The Parties shall, upon request, provide each other suitable evidence of coverage required.
  - 2.4 Obtain any licenses or permits that are required to perform their respective obligations under the Agreement.
  - 2.5 Maintain books, records, documents, data and other materials compiled and related to the performance of obligations under this Agreement for the time period required under law or any applicable grant agreement. Both Parties agree to provide access to and copies of any such books, records, documents, data or other materials to the other party upon request.
  - 2.6 Take all necessary steps to protect the confidentiality of educational records and shall not disclose such records or the information obtained from having access to such records without obtaining the consent of the other party and the parent of the student whom the record pertains to.
  
3. **Amendment.** Changes to the services ESD112 is obligated to provide or fees the District is obligated to pay shall be addressed in signed amendments to this Agreement, provided forty-five (45) days before the amendment is to take effect, unless otherwise mutually agreed.
  
4. **Termination and Damages for Termination with Inadequate Notice.**

- 4.1 **Mutual Termination.** This Agreement may be terminated by mutual agreement by the Parties.
- 4.2 **Damages Paid by the District for Services Provided by Certificated Employees.** If the District fails to notify ESD112 that it is terminating this Agreement prior to the Renewal Term of May 1<sup>st</sup> (see Exhibit A, Section 2.2) and the Agreement is for services provided by ESD112 employees who have a certificated contract with ESD112, there will be material adverse financial consequences to ESD112. The adverse financial consequences, or damages, will likely exceed the fee the District would have paid for the Renewal Term. If the District terminates the Agreement without giving notice prior to May 1<sup>st</sup> and ESD112 has employed certificated staff to provide services under the Agreement, the District agrees to pay ESD112 the amount owed for the Renewal Term as damages. The damages the District is agreeing to pay represent a reasonable reflection and estimate of the damages ESD112 shall incur.
- 4.3 **Damages Paid by the District for Services Provided by Non-Certificated Employees.** If the District fails to notify ESD112 that it is terminating this Agreement prior to the Renewal Term of May 1<sup>st</sup> (see Exhibit A, Section 2.2) and the Agreement is for services that are provided by ESD112 employees who do not have a certificated contract with ESD112, the damages ESD112 shall incur may be less than the fee the District would have paid to receive the services for the Renewal Term. In that case, the District shall pay ESD112 for damages ESD112 incurs as a direct or indirect result of not being notified by May 1<sup>st</sup> that the District is terminating the Agreement.
- 4.4 **Damages Paid by ESD112.** If ESD112 fails to notify the District that it is terminating this Agreement prior to the Renewal Term of May 1<sup>st</sup> (see Exhibit A, Section 2.2), ESD112 shall pay the District the costs the District incurs to obtain the services ESD112 was obligated to provide from a third party, but only to the extent the costs exceed what the District would have paid ESD112 and the fees the District is paying the third party must be based on reasonable market rates.
- 4.5 **Payment.** The damages that are owed under this section shall be paid in full within thirty (30) days of receipt of an invoice. This requirement shall survive termination of the Agreement.

5. **General Provisions.**

- 5.1 **Assignment.** Neither this Agreement nor any interest therein may be assigned by either party without the prior written consent of the other party.
- 5.2 **Attorneys' Fees and Costs.** In the event litigation arises out of this Agreement, each party shall bear its own attorney's fees and costs.
- 5.3 **Authority.** The terms and conditions of this Agreement to which the Parties agree are being entered into by appropriate resolutions or delegation of authority by the respective boards of directors of ESD112 and the District.

- 5.4 Captions.** Paragraph headings have been included for the convenience of the Parties and shall not be considered a part of this Agreement for any purpose relating to construction or interpretation of the terms of this Agreement.
- 5.5 Conflict of Interest.** No person engaged in any activity associated with this Agreement has a personal financial interest, direct or indirect, in this Agreement. ESD112 and the District warrant that neither party presently has interests, and will not acquire interests, directly or indirectly, which would create a conflict of interest in performing the obligations under this Agreement. Any direct or indirect conflict of interest must be disclosed.
- 5.6 Force Majeure.** ESD112 and the District shall not be liable for any failure to perform its obligations in this Agreement, and shall not be liable for the damages in Section 5, if the failure to perform or action that gave rise to damages is a result of any act of God, riot, war, civil unrest, flood, earthquake, or other cause beyond such party's reasonable control, such as changes to federal, state or local laws, but excluding failure caused by a party's financial condition or negligence.
- 5.7 Governing Law and Venue.** This Agreement shall be governed by the laws of the State of Washington and any action or litigation undertaken to enforce the terms of this Agreement shall be conducted in Clark County, Washington.
- 5.8 Indemnification.** Both Parties agree to protect, defend, indemnify and hold the other party, and its directors, officers, agents and employees harmless from any and all claims and losses that are caused by the indemnifying party, or the indemnifying party's directors', officers', agents' or employees' negligent or malicious acts or omissions.
- 5.9 Intellectual Property.** Any materials ESD112 produces shall be owned by ESD112. ESD112 shall be considered the author of such materials. To the extent materials being produced in connection with this Agreement are found to be "works for hire", the District hereby irrevocably assigns all right, title and interest in such materials, including intellectual property rights, to ESD112 effective from the moment of creation. The District shall not use any materials produced for, or by, ESD112 in connection with this Agreement without obtaining ESD112's prior written consent.
- 5.10 Non-Discrimination.** Per requirements of state, local and federal laws, including 13 CFR 145, ESD112 and the District agree not to discriminate on the basis of race, creed, religion, color, national origin, age, families with children, sex, gender expression or identity, honorably discharged veteran or military status, marital status, sexual orientation, or non-job-related physical, sensory, or mental disabilities, or use of a trained guide dog or service animal. Inquiries regarding compliance and/or grievance procedures for ESD112 may be directed to ESD112 at its address above.
- 5.11 Notice.** Whenever notice is required under this Agreement, it shall be provided by emailing, with receipt confirmation, or mailing notice to the contacts designated in Exhibit A. Notice shall be deemed effective upon the earlier of actual receipt or three (3) days after notice is deposited in the United States Postal Service mail, by certified mail, postage prepaid.

- 5.12 Severability.** If any term or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other terms, conditions, or applications of the Agreement which can be given effect without the invalid term, condition, or application and, to this end, the terms and conditions of this Agreement are declared severable.
- 5.13 Waiver.** No provision of this Agreement, or the right to receive reasonable performance of any act called for by its terms, including but not limited to the right of a performing party to notify a non-performing party there has been a unilateral early termination, shall be deemed waived by a party's failure to enforce the provision or rights to performance in a particular transaction or occurrence. Any and all waivers shall be in writing and signed by the party waiving the provision or its rights to performance. Any waiver that is not in writing shall not be binding or effective.
- 5.14 Whole Agreement.** The Parties agree that this Agreement, together with all appendices, if any, constitute the entire agreement between the Parties and supersedes all prior or existing written or oral agreements between the Parties and may not be amended other than in writing signed by the Parties.
- 6. Exclusion, Debarment and Suspension Certification.** Per the requirements of Executive Order 12549, ESD112 and the District certify that neither they, nor their officers, directors, general managers or persons having primary management or supervisory responsibilities, are on the Excluded Parties List Report (web address: <http://www.sam.gov>) and that they are not presently debarred, suspended, proposed for debarment, or declared ineligible or voluntarily excluded for the award of contracts by any Federal governmental agency or department. ESD112 and the District shall provide immediate written notice to each other if, at any time during the term of this Agreement, including any renewals hereof, they learn that this certification has become erroneous by reason of changed circumstances.

**EXHIBIT C**  
**MEMBER SERVICE OPTIONS**

**Member Services Options:**

**Full Fiscal Services and Student Services**

- I.  Full Services (for AAFTE > 20,000).....\$35.98 / AAFTE / year
- II.  Full Services (for AAFTE > 10,000 to 20,000).....\$38.69 / AAFTE / year
- III.  Full Services (for AAFTE > 4,000 to 10,000).....\$40.84 / AAFTE / year
- IV.  Full Services (for AAFTE 250 to 4,000).....\$42.32 / AAFTE / year
- V.  Full Service Minimum for districts under 250 AAFTE .....\$10,580.00 / year

**Fiscal Services Only**

- I.  Fiscal Minimum for districts < 250 AAFTE .....\$8,464.00 / year

**Student Services Only**

- I.  Student Services Only.....\$28.09 / AAFTE / year
- II.  Student Minimum for districts < 250 AAFTE .....\$7,022.00 / year

**Miscellaneous Services (available to members on a contract basis)**

- I. Report Design and Development.....\$85.00 / hour
- II. CEDARS Support .....\$60.00 / hour
- III. Web Development .....\$90.00 / hour
- IV. Network Support, Review, and Analysis.....\$90.00 / hour
- V. Customized Research, Program Analysis & Design .....(contact ESD112 for a quote)

## DESCRIPTION OF SERVICES

1. **Fiscal Management System Services.**
  - 1.1 Provide fiscal coordinator services, including telephone, email, and onsite support.
  - 1.2 Provide classroom training on Washington School Information Processing Cooperative (“WSIPC”) supplied software to users identified by the District.
  - 1.3 Provide documentation as provided and delivered with WSIPC supplied software and/or as modified by the Southwest Washington Regional Service Center (“SWRSC”).
  - 1.4 Provide print output services at SWRSC.
  - 1.5 Software support for fiscal application systems services.
  - 1.6 **Human Resource Software.** Human Resources software functionality includes:
    - 1.6.1 Payroll processing tracks employee contract amounts, records time off, coordinates flex plans, and reports retirement, workers compensation and vendor transactions.
    - 1.6.2 Personnel reporting for collection and electronic transfer of S-275 information to the state account, salary exhibits, calculation of benefits and distribution to budgetary chart of accounts for budget preparation, extensive information storing and reporting, and contract writing.
    - 1.6.3 Federal and state reporting is included within the applications, including quarterly 941, FICA/Medicare, W-2, and EEOC.
    - 1.6.4 Fast Track is a web-based application allowing human resources personnel and other security-approved employees to post job vacancies and add, edit and view job postings from any computer with an internet connection. Fast Track integrates with Human Resources and Payroll modules eliminating the need to re-enter data.
    - 1.6.5 Insurance Tracking will monitor insurance premiums, employee enrollments, and keep everyone up-to-date on premium/status changes. The Insurance Tracking module integrates with Payroll and Financial modules so vendor information and benefit codes are only entered once, saving valuable time and resources. Districts that use pooling of insurance dollars are able to calculate pooling of employee benefit dollars in the Insurance Tracking module.
    - 1.6.6 Employee Management provides an effective way to manage employee information in one centralized database. The application allows for a single entry for all associated applications including Payroll, Employee Profile, and the Fast Track job application system. Reports allow each district to capture human resource information. The application assists districts in tracking positions within the District.
    - 1.6.7 Employee Profile provides access to various types of human resources and payroll data and is the repository for all employee information. Functions supported include personnel information, tax, retirement, deductions and benefits information, contract and pay record information, direct deposit,

regular and substitute time tracking, year-to-date, fiscal year-to-date, certification, education and experience information, and user-defined fields for tracking of district-defined data.

- 1.6.8** Calendars are used extensively within the applications and within Skyward. Position and assignment calculations for FTE and salary use calendar days and hours as part of the calculation. Retirement “as earned” transactions and worker’s compensation transactions also use calendars as part of the calculations. Calendars are easy to change and there are efficient ways to roll calendars to the next year.
- 1.6.9** Data Mining uncovers patterns in your student and financial data. The user may create custom reports that include only the fields and ranges selected. Multiple filters may be used to specify data to be included on the report. The report data may be exported to Microsoft Excel or Word for easy mail merge.
- 1.6.10** Position Request allows requesting and approving of an open position. The system checks for available FTE and interfaces with position control. On-line approval processing can be accessed through the Employee Access application.
- 1.6.11** Employee Access provides staff easy online access to their payroll, time off, W2, and check history information. Employees have 24/7/365 access to and ability to change their personnel information.
- 1.6.12** Salary Negotiations is a tool that can generate a negotiation plan within minutes. The District may generate multiple plan scenarios easily and compare the multiple negotiation plan results. Salary Negotiations integrates with Employee Management saving time when preparing the next year’s payroll and for subsequent negotiations. This module also supports Washington State reporting of personnel budgets and S-275 Personnel Reporting.
- 1.6.13** Substitute Tracking allows districts to track all information about finding substitute teachers, hours worked, whom they subbed for, and the rate of pay they received. Customizable rate tables allow districts to establish specific rates and automate movement to a long-term rate. Data may be imported from third-party sub calling systems directly into Skyward’s Substitute Tracking.
- 1.6.14** Time Off is used to manage and track all employee time off accrual information in a centralized location. Districts may allocate time off by pay period, month, or anniversary date. The centralized database allows staff to view up-to-date information regarding employee time off information and balances. There are multiple methods for time off entry including allowing office staff to enter information using limited-access processing. Automatic time off accrual may be set up to schedule allocation amounts based on years of service. This module interfaces with time off requests in Employee Access.





2. **Student Management System Services.**

- 2.1 Provide Student Management system coordinator services, including telephone, email, and onsite support. **Telephone and email support contact shall be through designated District student support team members only, unless otherwise agreed to by both parties.**
- 2.2 Provide classroom training on WSIPC Student Management supplied software to users identified by the District.
- 2.3 Provide documentation as provided and delivered with WSIPC supplied software and/or as modified by the SWRSC.
- 2.4 Provide print output services at SWRSC.
- 2.5 Provide software support for Student Management application systems services.
- 2.6 **Student Management System Software.** Student Management system software functionality includes current and historical record maintenance, available by school year, and including:
  - 2.6.1 Future Scheduling for future terms or years is done with Future Scheduling. The scheduling information integrates with Family/Student Access and Educator Access+. Counselors, parents, and students may view schedules online.
  - 2.6.2 Current Scheduling ensures students have the best possible schedule, and keeps everyone informed of schedule changes through Family/Student Access and Educator Access+. Counselors, parents, and students may view schedules online.
  - 2.6.3 The Activities area manages student activities and awards. This module integrates with other modules such as EA+, Discipline, and Grading. Activities and awards information may be included on official transcripts. It can be used to identify and locate students within the system through set criteria, and verifies student eligibility to district staff for athletics, academics, or achievement awards.
  - 2.6.4 Attendance makes sure all students are accounted for and reports on any inconsistencies in district or students records. This module integrates with Skyward Family Access such that parents receive immediate notification of a student's absence or tardiness.
  - 2.6.5 Grade reporting monitors students' grading and transcripts. Custom reports and functions such as class rank and student GPA are part of this module. Grading integrates with GradeBook from Skyward.
  - 2.6.6 Secondary GradeBook was designed for senior and junior high school teachers; Secondary GradeBook keeps teachers organized and up-to-date on student progress, e-mails progress reports directly to parents and posts assignments to Family Access. It includes options for different grading methods, categories, and term weights.
  - 2.6.7 The Discipline module allows buildings to manage and report on incidents on both an individual and district-wide level. It also allows for viewing

discipline referrals electronically and eliminates extra paperwork for teachers. Using Family Access, parents may view discipline offenses and actions in real-time.

- 2.6.8** Attendance system makes sure all students are accounted for and reports on any inconsistencies in district or students' records. The module integrates with Skyward Family Access so parents receive immediate notification of a student's absence or tardiness.
- 2.6.9** Curriculum and Assessment area provides management of curriculum master records, student tests and test scores, and educational milestones (non-coursework related requirements).
- 2.6.10** Enrollment reporting for FTE, vocational and/or special education to meet state requirements.
- 2.6.11** Reporting of truancy, health, SSIS/CEDARS, P210, and other reports to meet state requirements.
- 2.6.12** Graduation Requirements allows for the development of custom graduation plans for each student and tracks them to ensure students meet their graduation requirements. Unique graduation plans may be developed for each school or for an individual student. Student progress may be compared against requirements for state, school, or individual student plans. Course information is automatically recorded for each student based on courses completed, in progress, or scheduled in the future.
- 2.6.13** Standards Gradebook is specific to the needs of teachers who use skill and standards-based grading. Every grade level and teacher may use a different skill bank, which is completely customizable for each district.
- 2.6.14** Program for updating and storing Special Education student master records, and reporting to meet state requirements.
- 2.6.15** Health Records module ensures that the District complies with state reporting requirements by tracking all student-related health problems and vaccinations. All state requirements are pre-loaded for the District. Medications are entered and history tracked using a simple color-coded on-screen format. A nurse's log tracks all student-related health information on one screen.
- 2.6.16** Food Service module monitors costs and improves meal management efficiency. When used with Family Access, it provides parents with up-to-date information online for all purchases and account balances. It allows cash payment at the point of sale with onsite cash reconciliation and recording of items sold.
- 2.6.17** Student Demographics is the main access for updating demographic data. This includes data such as address, birth history, ethnicity/race, vehicles, web access, obligations, category, emergency information, parent/guardian, and entry/withdrawal history.
- 2.6.18** Parents and students may view student related information anytime, anywhere online. It allows parents and students to see grades, assignments, report cards, attendance, schedules, discipline, test scores,

graduation requirements, and food purchases. Parents may submit information to notify a school of absences, submit course requests, make credit card payments, and email school personnel.

- 2.6.19 Educator Plus+ access is an online tool designed to provide teachers access to student information over the internet, including electronic Gradebook and reporting.
- 2.6.20 Student Access provides a personal access point to student data and important information with Student Access. Students may view information anytime, anywhere online including grades, assignments, report cards, attendance, schedule, discipline, test scores, graduation requirements, and food purchases.
- 2.6.21 State Reporting encompasses the collection of data and reporting required by the state, including:
  - P-223 Monthly School District Enrollment
  - National School Lunch and Breakfast Program State Claim
  - Washington Standardized High School Transcript
  - Academic History Report
  - Transcript Status for Additional State Requirements
  - Student Test Score Details for CAA Status
  - Attendance Truancy
  - Unexcused Absences for Grades 1 – 8
  - Department of Health Annual School Report
  - Assessment of District Student Health Services
  - Preschool Immunization Status
  - WASL Cohort Extract Files
  - Weapons Report
  - Student Behavior Report
- 2.6.22 Security administration.

3. **My School Data.**

- 3.1 Provide access to and support for the My School Data (MSD) application system. My School Data provides District educators access to Skyward data with assessment data from other sources in an easy to use common look and feel. The Early Warning System, part of MSD, provides reporting on performance and other criteria to aid in early intervention. The strength of the system is the ability to combine Skyward data such as schedule, attendance, and discipline with student assessments with a graphical view of student performance results. Dashboards and traditional report formats are available through this tool.
- 3.2 Provide training to the District in the use of My School Data and Early Warning System supplied software to users identified by the District.
- 3.3 Provide software support for My School Data and Early Warning System application systems services.
- 3.4 Provide documentation as provided and delivered with WSIPC supplied software and/or as modified by the SWRSC.



**Board Agenda Item**

Agenda Item Number: VIII. K. Meeting Date: 07/24/2018

Item: New Business: Hear First Reading for New Board Policy No. 1901 District Equity Philosophy



Submitted By: Dr. Nathan McCann, Superintendent

Will Be Presented By: Dr. Nathan McCann, Superintendent

K. Hear First Reading for New Board Policy No. 1901 District Equity Philosophy

Recommended Action:

Approve	Disapprove	Table	No Action Required
			XXX

Department Head:  Superintendent: 

## District Equity Philosophy

The Ridgefield School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies or religion. We value the diversity of our community and recognize the importance of celebrating this diversity within the learning environment.

The principle of equity goes beyond formal equality where all persons are treated the same. Instead, equity fosters an inclusive and barrier-free environment in which everyone will fully benefit. The district will apply this principle of equity to all policies, programs, operations, practices and resource allocations. All students will have access and opportunity to a high-quality education.

The Ridgefield School District is committed to the following foundational beliefs:

1. Each student can learn with adequate support at the highest levels when all staff provide equitable access and opportunity for learning, and hold each student to high expectations;
2. Everyone in the district will act to eliminate disparities to prepare all students for college and career and;
3. An inclusive and welcoming environment plays a critical role in supporting a child's educational goals. Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.

To realize our beliefs the Ridgefield School District will:

1. Narrow the gaps between the lowest and highest performing students;
2. Eliminate disproportionality among student groups represented across academic programs; and
3. Ensure that each student receives the appropriate supports and opportunities to achieve their full potential.

Adoption Date: First Reading 07.24.18  
Classification:  
Revised Dates:

164/