



**RIDGEFIELD**  
SCHOOL DISTRICT  
*unlimited possibilities*

The Ridgefield School District invites you to apply for:  
**MIDDLE SCHOOL PRINCIPAL**



**View Ridge Middle School | 3125 S Hillhurst Road | Ridgefield, Washington**

**Ridgefield School District 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.*

**The Ridgefield School District is seeking a Middle School Principal** who is a visionary leader, possessing the instructional leadership skills and human relations abilities to actualize the District's strategic plan, ensuring success and unlimited possibilities for every student. The Principal must also have the ability to implement school improvement in a standards-based model. In doing so, the Principal will build collaborative relationships with staff, students, and parents, bringing these groups together positively and productively with a critical focus on student learning. The Principal must be a highly effective communicator, having an ability to utilize multiple strategies to regularly and clearly communicate with all stakeholders. The Principal will continue to nurture a positive and respectful school climate, and develop professional capacities in staff, purposely directed to increase levels of student learning.

## **VIEW RIDGE STAFF MEMBERS HAVE THIS TO SAY....**

### ***What are the characteristics/aptitudes/skills that you desire in the next View Ridge principal?***

- Conflict resolution; a willingness to allow kids to celebrate their successes appropriately at school.
- Trustworthy; someone who looks out for teachers when parents disagree with diverse practices/topics in the classroom.
- Someone who is a good leader, but easy to get along with and to get to know.
- Supports students and teachers; moves all staff forward in improving our skills; not a micro-manager.
- Can hold their own with some of our difficult community members,
- A person who seeks first to listen, and see how they can find a role in continuing View Ridge's strong culture. We have a lot of teachers with varying strengths, and I have concerns with any principal who comes in with a hard & fast agenda. We want a principal who will build a program around the talent they have (a la Zac Taylor at the Bengals) rather than a headstrong person who feels their way is best and it's their way or the highway (a la Urban Meyer formerly of the Jaguars).
- Good at advocating on behalf of teachers; a principal who effectively interfaces with the community; one who can easily recall their classroom experiences, finds ways to manage the ever-increasing workload being foisted upon teachers, and treats their staff with professionalism.
- Someone who sincerely loves to learn - Listens to podcasts, reads evidence-based articles, stays up to date with research, etc.
- Able to be open and honest with themselves regarding their perspective, biases, shortcomings, etc.
- Transparent with healthy boundaries (example: Instead of "it is what it is, end of discussion"; transparent with boundaries would explain some of what went behind the reason a tough decision was made, without feeling the need to overly justify)
- Unwavering belief in the talents and passion of their staff. Having a vision for where the school needs to go next is critical--but rather than believing that the principal takes the school in that direction, the principal needs to believe that the talents and passions of the teachers are what will get us there (with guidance). A belief in a coaching program to bolster teachers would be a linchpin of this--I believe this not only for selfish reasons, but because research backs up coaching.
- Communication skills - It is important to have a principal that communicates in a timely, effective and consistent way.
- Classroom teaching experience - I would like a principal who has a good amount of experience with classroom teaching.
- Leader as Facilitator - Also, we have read Pink's book "Drive" multiple times as a book study since I have been in the district. Having a leader who embraces the idea of giving staff autonomy and voice is important. I would like someone who, like teachers, serves as a facilitator for the work being done without being overbearing in a way that restricts teachers' ability to guide their own development, learning and instruction.
- Intervention experience - While we have WIN time, our Tier 2 options for students are somewhat limited. It would be nice to have someone who has created and embedded more types of plans and a variety of supports in a school setting before.
- Trust with a hands-off approach as to what we choose to teach/how we choose to run our classrooms; not a micro-manager
- Very active and seen throughout the school
- Develops relationships with students so that he/she is not seen as just a disciplinarian
- Someone who thinks outside the box and challenges the norms that have been followed for years but need to be changed
- Supports teachers, but also holds them accountable when not meeting the same expectations we should all be held to
- Understands what the classified staff does and disseminates information to them as he/she does with certified staff
- Approachability, trust, and dependability are key to me I think
- SBG Experience
- Clear, concise, and frequent communication
- Transparency
- Dedication to servant leadership
- Strong understanding of MTSS and PBIS
- Consistency
- Authenticity
- Ability to reflect and grow
- Ability to collaborate
- Openness to change
- Promote accountability for everyone
- Ability to inspire, motivate, and support staff and students
- Emotional Intelligence



### ***What are View Ridge's greatest strengths?***

- The teachers care so much about our kids. We are all a solid team that does well communicating about shared kids and a shared goal of getting our kids to the next level successfully. I don't feel like coming to work is a place where it is a stressful work day when there are deadlines, and I feel like I have friends here to be with at work.
- Great teams! Collaborative teams are a lifesaver here. I would also say cooperation between SPED, standard classes, and the office staff/officer Paige. Our office staff are seriously the best and no one knows the kids better than Officer Paige. Also, everyone here truly cares about what is best for kids.
- Great staff, some support from community, strong arts and STEM programs, SPED staff, Union, Admin team

- View Ridge Teachers tend to go above & beyond to put their students first. Middle schoolers are a weird breed and the team we have meets them well with where they're at. Everyone is solid at content for sure, but more than any other school I've been at, I've seen more teachers truly make relationships a top priority. Communication between teachers about students is also strong - and troubleshooting problems with students happens informally but effectively.
- The overwhelming majority of staff are flexible (during the school day). They're empathetic and understand regarding student individual needs (especially social/emotional). They're open to doing what a student needs, even when that means going out of their way or remembering to add an extra step in their day.
- Staff culture is that we treat one another with respect. I see staff disagree in healthy ways as well as be vulnerable and transparent with personal or professional wins and struggles without fear of ego battles or judgment.
- VRMS is in a delightful community that values education. It has a staff that does not let that community down, and it has kids who are a delight to work with.
- The staff at View Ridge is generally willing to implement new ideas. Rather than balking at changes, we offer input and are willing to take time to process new ideas/directions, implement them, then reflect on their effectiveness/purpose.
- High quality instruction/teachers
- Dedication to academics
- High levels of collaboration in departments
- STEM opportunities for students
- Sense of safety in the building

### ***What challenges/concerns/areas for improvement do you consider to be the most pressing for View Ridge?***

- We haven't been able to do many fun activities with our students lately, so it would be nice to incorporate more of that back in coming years. Also, it would be really cool to see more collaboration between departments (for example students working on a project that connects English and history and they get feedback and a grade from both teachers from one large inter-department project).
- Absenteeism, improved academic interventions and differentiation, support for ELLs, literacy skills in students (the gap is widening), supporting some of our dysfunctional PLCs, create opportunities for vertical alignment.
- One area for concern is what will happen to the "small town" nature of View Ridge once the staff continues to balloon due to rising enrollments - we do a lot of the good work we can do because everyone knows everyone, and most students are in the same two hallways & portable world. As we continue to grow it'll take more and more intentional effort to make sure our staff doesn't splinter & fracture.
- There is the possibility that parent concerns about curriculum will hit the middle school harder like it does at elementary & high school. If or when that happens, we will need a strong leader to help ensure teachers feel supported in their teaching decisions.
- The most pressing need is the ever-increasing need for kids to have their social/emotional needs met. More and more students are needing & wanting to talk with counseling and try to access mental health services, and we simply don't have the staff to meet those needs adequately, putting in wait times of days or sometimes weeks for students. In the interim they can sometimes act out, or possibly worse, withdraw into a shell. Our staff does great work but there's not enough of them.
- Sometimes difficult to implement proper systems that reflect best practices for individualized student support due to high student-to-support staff ratios.
- I think our biggest area of concern is discipline. We do not work with any kind of matrix so students and families often do not understand the consequences for their actions. Not having a matrix also seems to create inconsistencies in what discipline actions are assigned for similar referrals. The lack of one also creates situations where students repeatedly getting written up are not being put on any kind of planned or increased disciplinary actions. I have heard frustration and confusion around discipline from students, parents and teachers.
- Ridgefield is in the midst of growth, and growth does not happen without some discomfort. As we face the challenges of ending the pandemic, we will be tempted to go "back to normal." Muscle memory will kick in, as will the psychological desire for the familiar. We can't succumb to that. We have to find ways to only go back to the normal that was working for everybody, and leave behind the normal that wasn't equitably working.
- It feels more and more as though there is a lack of discipline and consequences in our school. This goes for behavior and academics. The students who need structure aren't as supported as they should be, for example, in one instance, a student who has lost their phone privileges thinks it is better to keep their phone on them for the day and lie about it, rather than turn it in, because the consequence of being caught is "worth it". There is a growing culture of students being disrespectful to adults and it isn't nice to see.
- I've given the standards-based grading a fair chance in my 3 years here, and though I see some benefits, I also don't think it prepares them adequately for high school. High school teachers have reiterated the struggles the freshman class faces in the transition. Might be worth exploring returning to A/B/C/etc. type grading.
- We need to improve our PBIS and MTSS system procedures
- We need to expand our Tier 1 PBIS interventions
- Increasing extra-curricular activities for students
- Making sure our expectations for hallways, cafeteria, and other unstructured spaces are clear and repeated frequently
- Increase opportunities for community and family involvement
- We do not prepare our middle school students for success in high school and potentially college (if that is the route they take)
- We do not hold our students accountable for work/actions
- Since we have no grading system, students don't turn in work because it doesn't count against them in the way we use standards-based grading
- Our students don't know how to meet deadlines and there are no consequences for turning something in late, if at all
- There is not enough support staff to help those students who really need it
- Teachers do not use standards based grading the same way so there is no consistency
- The kids know how to work our "system" at View Ridge
- There's no consistency among staff in enforcing the rules (and the kids know that)

# UNLIMITED POSSIBILITIES *for* EVERY STUDENT

## The Ridgefield School District...

... is a vibrant community to live, work, and play that is ideally located along the I-5 corridor in northern Clark County, Washington. Ridgefield is the fastest-growing city in the state, where residents enjoy all the benefits associated with our small-town charm, while still being less than 30 minutes from both downtown Portland, OR and PDX. Ridgefield students come from diverse economic and educational backgrounds. Ridgefield schools have served multiple generations of families throughout the years establishing a strong tradition of "Spudder Pride." New families to the district warmly embrace that spirit. Ridgefield schools enjoy a strong reputation for academic and extra-curricular achievement. Our students and schools consistently score among the highest compared to other school districts in Southwest Washington.

We are the next-door neighbor to the 5,200 acre Ridgefield National Wildlife Refuge and within ten miles of the Fort Vancouver National Historic Site. The Mount St. Helen's National Volcanic Monument is an hour's drive away, and both Mt. Hood and the Pacific Ocean are easily accessible for great day trips or weekend get-aways.

Student enrollment in Ridgefield School District is currently approximately 3,852 and is expected to continue to increase rapidly. Students are served in two K-4 elementary schools, a new 5-6 intermediate/7-8 middle school complex, a 9-12 high school, and a new K-12 Alternative Learning Experience program, Wisdom Ridge Academy. The district is eagerly embracing the challenges of educational reform in Washington State, and is addressing issues associated with growth.

## Responding to Growth...

Boy, are we growing... Since fall 2014, the Ridgefield School District, in partnership with the City of Ridgefield, has delivered \$170 million of capital improvements to more effectively serve our students and families. In February 2017, Ridgefield voters approved a \$98.5M bond to construct the new 5-6 Sunset Ridge Intermediate/7-8 View Ridge Middle School campus. Construction was completed for the start of the 2018-19 school year. South Ridge Elementary and Union Ridge Elementary then reopened as K-4 campuses. Included in the bond was funding to enhance security and improve safety upgrades at all campuses and a major expansion project at Ridgefield High School, which was completed for the start of the 2019-20 school year. In 2019, Ridgefield School District purchased property for the future home of a third K-4 elementary school. A bond that would fund the construction of a new K-4 elementary school and a 10-classroom expansion at Ridgefield High School is on the April 26, 2022 Special Election ballot.

## APPLICATION PROCEDURE

### Applications:

Apply online at our website: <http://www.ridgefieldsd.org>

Paperwork submitted must include the following to be considered for the position:

- Completed Ridgefield School District Administrative application form;
- Current resume (any personal photos submitted will be removed from application packet);
- Letter of Application stating qualifications for this specific position;
- Written Statement aligning your skills with:
  - 1) Describe a curriculum or program project you have led in your school as an administrator/leader and your role in the process.
  - 2) Explain how effective principal leadership impacts student achievement. (Each statement should be a maximum of two pages in length)
- Three current letters of recommendation from supervisors (within three years);
- Copy of Administrative Certificate or proof of eligibility.

## SALARY AND TERMS

Salary and terms are per the negotiated agreement with the Ridgefield Principals' Association.

## SELECTION TIMELINE:

Job Announcement.....	April 12, 2022
Deadline 4:00 PM.....	April 25, 2022
Semi-Finalist Interviews.....	May 2 & May 3
Finalists Interview w/ Superintendent..	May 6 or May 9
Principal Announced.....	May 10, 2022
Contract Start Date.....	July 1, 2022

For additional questions, contact:  
Jodi Fontyn, Human Resources Coordinator  
Ridgefield School District  
510 Pioneer Street  
Ridgefield, WA 98642  
Phone: 360-619-1306

### View Ridge MS Ridge Demographics:

<b>Enrollment (April 2022)</b>	640
<b>Gender</b>	
Male	52.8%
Female	47.2%
<b>Ethnicity</b>	
Hispanic	12.1%
American Indi/AK Native	0.5%
Asian	2.6%
Black/African American	1.1%
Native Hawaiian/Pac Is.	0.3%
White	75.6%
Two or More Races	7.8%
<b>Special Programs</b>	
Free/Reduced Meals	26.7%
Special Education	8.9%
Trans. Bilingual	1.5%

### OUR FACILITIES:

<b>Year Built</b>	<b>2017</b>
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