



## North Mason School District

### School Board Meeting Agenda

Published on September 2, 2025 at 2:35 PM PDT  
Amended on September 18, 2025 at 2:15 PM PDT

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#### Date and Time

Monday September 22, 2025 at 6:30 PM PDT

#### Location

North Mason School District Administration Office, 250 E. Campus Drive Belfair, WA 98528.

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#### District Mission

***The Mission of North Mason School District, together with our community, is to educate, empower, inspire and prepare all students to graduate confident in their abilities to meet life's challenges and opportunities.***

School Board: Arla Shephard Bull, Leanna Krotzer, Erik Youngberg, Nicole González Timmons, and Nicholas Thomas

Superintendent: Dr. Kristine Michael

Student Board Members: Sophia Mairs

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#### Agenda

	Purpose	Presenter	Time
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I.	Opening Items		6:30 PM
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A.	Call the Meeting to Order		
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	Purpose	Presenter	Time
	Board President Youngberg will call the meeting to order.		
<b>B.</b>	Record Attendance		
<b>C.</b>	Flag Salute		
	Board President Youngberg will lead the Pledge of Allegiance.		
<b>D.</b>	Approval of Agenda	Vote	
	The board will move to approve or amend the meeting agenda.		
<b>E.</b>	Public Comments on Agenda Items		
	<p>• <b>Please sign in, state your name, and limit comments to three minutes.</b></p> <p>The NMSD Board of Directors values the opinion and input of the community. This is an opportunity for the public to offer comments regarding issues being considered by the board. On matters of the day-to-day operation of the district, such as policy, curriculum, academic standards, etc. the public is invited and encouraged to meet with the Superintendent.</p>		
<b>F.</b>	Student Board Member Comments		
	The Student Board Members will have the opportunity to communicate with the full Board, administration, and community about school events and issues.		

## II. Consent Items

The consent agenda enables the Board to efficiently deal with matters that have been delegated to the Superintendent, but by law must be approved by the Board. Items on the consent agenda are voted upon as one block and approved with one vote. An item may be removed from the consent agenda only upon approval of a majority of the Board.

**The administration recommends that the Board of Directors...**

**... approve the consent agenda as presented (or as modified at the meeting).**

### A. Minutes of previous meeting

Minutes from August 25, 2025 School Board Meeting.

### B. Accounts Payable

The board will consider approval of General Fund Warrants, Capital Projects Fund Warrants, and Associated Student Body Program Fund Warrants.

### C. Payroll

	Purpose	Presenter	Time
	The board will consider approval of Payroll and Employee Benefits Warrants.		
D.	Personnel Report		
	The board will consider approval of employee hire recommendations.		
E.	Donations		
	The board will consider approval of donations to NMSD.		
F.	Agreements/Contracts		
	The board will consider agreements and contracts.		
G.	Establishing a Club		
III.	<b>Facilities, Maintenance, Safety and Security Presentation</b>		
A.	Facilities Presentation	FYI	
IV.	<b>Board Development and Linkage</b>		
A.	Superintendent Update	FYI	
	Transportation - Letter of Achievement		
	Enrollment Update		
B.	Teaching and Learning Update	FYI	
	District Goal-Attendance		
C.	Budget Status Update 2024-2025	FYI	
	Included in the board packet is a current budget update. Assistant Superintendent of Finance and Operations, Daniel King, will be available to respond to any questions board members may have.		
D.	Legislative Representative Report	Discuss	
V.	<b>Five-Minute Recess</b>		
	President Youngberg may call for a motion for a five-minute recess.		
VI.	<b>ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND POLICY REVIEW</b>		
A.	Monitoring Reports		

	Purpose	Presenter	Time
	<p>The school board adheres to the principles of Policy Governance ©. The board has written four sets of policies: Ends, Executive Requirements, Board-Superintendent Relationships, and Governance Process. The Ends policies describe the student outcomes the superintendent is charged with achieving. The Executive Requirement policies set the parameters within which the superintendent must operate as he/she leads the district toward the expected Ends. The BoardSuperintendent Relationships policies describe the way in which the board will oversee the superintendent's performance and the superintendent will support the board. The Governance Process policies describe how the board and its individual members shall conduct business, represent the community, and relate to each other.</p> <p>No less than once per year, the Board receives and considers evidence regarding the level of compliance with the provisions of these four sets of policies, a few at each meeting. The following are those policies to be monitored during this meeting.</p>		
<b>B.</b>	ER-6 Facilities	Vote	
	<p>A monitoring report is included in this digital board packet. The administration believes that all provisions of this policy have been following and implemented.</p> <p><b>The administration recommends that...</b></p> <p><b>... the board find the superintendent's performance to comply with ER-6.</b></p> <p>The administration also invites comments regarding the superintendent's performance.</p>		
<b>C.</b>	ER-7 Asset Protection	Vote	
	<p>A monitoring report is included in this digital board packet. The administration believes that all provisions of this policy have been following and implemented.</p> <p><b>The administration recommends that...</b></p> <p><b>... the board find the superintendent's performance to comply with ER-7.</b></p> <p>The administration also invites comments regarding the superintendent's performance.</p>		
<b>D.</b>	Policy Review		
	<p>This is the Board's opportunity to discuss, propose and/or make revisions to the policies. The Board reviewed these policies for compliance in its previous meeting. This is an opportunity for the board to consider any needed changes to these recently monitored policies. The Board did not indicate a need to revise these policies during our monitoring review.</p>		

Purpose                      Presenter                      Time

**VII.    Closing Items**

**A.**    Monthly Study Session Proposal                      Vote

**B.**    Announcements and Comments: Public

The NMSD Board of Directors values the opinion and input of the community. This is an opportunity for the public to offer comments whether or not they are on the agenda. On matters of the day-to-day operation of the district, such as personnel, policy, curriculum, academic standards, etc. the public is invited and encouraged to meet with the Superintendent.

**C.**    Good of the Order: Board & Superintendent

This is an opportunity for Board Members and the Superintendent to make any comments or announcements that may or may not be related to agenda items or public comments.

**D.**    Board Self-Assessment of Meeting

Director Thomas will process the board's self-assessment of the meeting.

**E.**    Next Board Meeting Date

The next school board meeting will be held on October 27, 2025 at 6:30pm at the NMSD Administration Office Boardroom.

**F.**    Adjourn Meeting

Board President Youngberg will adjourn the meeting.

*Note: Persons with disabilities needing special accommodations should contact the North Mason School District Office at (360) 277-2300 prior to the date of this meeting.*

# Coversheet

## Public Comments on Agenda Items

<b>Section:</b>	I. Opening Items
<b>Item:</b>	E. Public Comments on Agenda Items
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Board Meeting Guidelines rev 12 31 19.pdf

## North Mason School District #403 Board of Directors Meeting

### Board Meeting Guidelines – How We Conduct our Meetings

Welcome to our meeting! The NMSD Board of Directors values the opinions, suggestions and thoughts of our community. We also appreciate members of our community “keeping an eye on us” by attending and observing our meetings. This notice will help you understand how the board meeting works, the roles of the Board and the superintendent, and how you might share your thoughts with the board during this meeting.

The NMSD Board of Directors and Superintendent adhere to the principles of **Policy Governance®**. The Board runs all meetings according to these principles. Under Policy Governance®, the board has intentionally delegated administrative and management decisions to the superintendent. The Board is prohibited from making management decisions such as setting staffing levels, selecting instructional materials, or initiating school programs or services. While you are invited to provide input on such matters during the meeting, such decisions are the superintendent’s to make, and we encourage you to talk directly with the superintendent.

Under Policy Governance®, the Board directs the superintendent through two sets of policies: **Ends** policies and **Executive Requirement** policies. The Ends policies specify the Board’s expectations for student learning and student growth. The Executive Requirements policies set very specific parameters for actions the superintendent may take to attain the expected results. The Board closely monitors the attainment of Ends policies and compliance with Executive Requirement policies. The superintendent’s evaluation is fully dependent on attainment of expected results and compliance with mandated procedures.

In addition to the Ends and Executive Requirement policies, the Board has also defined the relationship between the Board and Superintendent in a set of Board-Superintendent Relationship (BSR) policies, and the way the Board Members will conduct themselves in a set of Governance Process (GP) policies. We invite you to our web site, where these policies are posted, at [www.northmasonschools.org](http://www.northmasonschools.org).

### Community Participation at Board Meetings

Again, we welcome your comments. It is important that members of the public understand how public participation at board meetings will occur.

1. Board meetings are not community hearings or public forums. They are meetings of the Board, with discussion between board members, the superintendent, and the superintendent’s designees. While the meetings are held in public, they are not open to public participation except as described in items 2-4, below.
2. There is an opportunity on the agenda for public input during the meeting to comment on specific items on the board agenda at the beginning of the meeting. For matters not on the agenda please contact the Superintendent or a board member directly.
3. Comments should be limited to THREE MINUTES. This is not an opportunity to make a formal or extended presentation to the board. If the presenter wishes the board to have more information, the presenter is invited to present written comments.
4. The board will not enter into dialogue with community members during the comment period. It is an opportunity for the board to hear from community members, but not to enter into policy or program discussions. On matters of the day to day operation of the district such as policy, curriculum, academic standards, etc. the public is invited and encouraged to meet with the Superintendent.

Welcome, and thank you for coming.

Sincerely,

Erik Youngberg, Board President

# Coversheet

## Minutes of previous meeting

<b>Section:</b>	II. Consent Items
<b>Item:</b>	A. Minutes of previous meeting
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	2025_08_25_board_meeting_minutes.pdf

DRAFT



## North Mason School District

# Minutes

## School Board Meeting Agenda

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### Date and Time

Monday August 25, 2025 at 6:30 PM

### Location

North Mason School District Administration Office, 250 E. Campus Drive Belfair, WA 98528.

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### District Mission

***The Mission of North Mason School District, together with our community, is to educate, empower, inspire and prepare all students to graduate confident in their abilities to meet life's challenges and opportunities.***

School Board: Arla Shephard Bull, Leanna Krotzer, Erik Youngberg, Nicole González Timmons, and

Nicholas Thomas

Superintendent: Dr. Kristine Michael

Student Board Members: Sophia Mairs

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### Directors Present

L. Krotzer, N. Gonzalez Timmons, N. Thomas

### Directors Absent

A. Shephard Bull, E. Youngberg

### Guests Present

J. Young, K. Michael

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## I. Opening Items

### A. Call the Meeting to Order

N. Gonzalez Timmons called a meeting of the board of directors of North Mason School District to order on Monday Aug 25, 2025 at 6:30 PM.

### B. Please open here to view the live recording of the meeting. MasonWebTv Board meeting link. <https://youtube.com/live/xPgZqa5l2Gk>

### C. Record Attendance

### D. Flag Salute

Vice President Nicole Gonzalez Timmons led the Pledge of Allegiance.

### E. Approval of Agenda

Director Krotzer moved to approve the agenda as presented.

### F. Public Comments on Agenda Items

There were no public comments.

### G. Student Board Member Comments

Student board member Sophia Mairs commented about events that are starting to happen at the High School.

## II. Consent Items

### A. Director Krotzer moved to table the NMEA MOU to the September meeting. Director Thomas recused due to conflict of interest, leaving the Board without quorum to act on the item.

### B. Minutes of previous meeting

Minutes from the July 28, 2025 Regular School Board Meeting were approved as presented.

L. Krotzer made a motion to approve the minutes from July 28, 2025 School Board Meeting on 07-28-25.

The board **VOTED** to approve the motion.

### C. Accounts Payable

General Fund, Capital Projects and Associated Student Body Program Fund Warrants were approved as presented.

### D.

## **Payroll**

Payroll and Employee Benefits Warrants were approved as presented.

## **E. Personnel Report**

Personnel report was approved as presented.

## **F. Donations**

Donation report was approved as presented.

## **G. Agreements/Contracts**

All agreements and contracts, except the NMEA MOU which was moved to the September meeting, were approved as presented.

## **H. Policy Review**

Policy 2420, 3226, 5010, 5260, 3143, 3210, 4260, and GP-02- E2 were approved as presented.

## **I. 25-26 School Fees**

25-26 School Fees were approved as presented.

# **III. Board Development and Linkage**

## **A. Superintendent Update**

Superintendent Michael, moved the transportation recognition to the September meeting. She then shared the Standard Response Protocol the district staff are being trained on this year.

## **B. Budget Status Update 2024-2025**

Assistant Superintendent of Finance and Operations, Dan King presented the budget status update.

## **C. 2025-2026 Budget Presentation**

Assistant Superintendent of Finance and Operations, Dan King, explained the district's budget for school year 2025 - 2026 and answered questions from the board.

## **D. Public Hearing**

At 7:30 pm, Vice President Gonzalez Timmons opened the public hearing to hear from members of the public who wished to speak for or against the budget. Vice President Gonzalez Timmons invited testimony from the public and received no comment. Vice

President Gonzalez Timmons closed the public hearing at 7:30 pm and the regular board meeting was reconvened.

**E. 2025-2026 Budget Resolution**

Director Krotzer moved to approve Resolution 21-G-25 Annual Budget as presented. Motion carried.

**F. Capital Projects Fund Budget Extension**

Assistant Superintendent of Finance and Operations, Dan King, explained the Capital Project Fund Extension and answered questions from the board.

**G. Public Hearing-2024-2025 Capital Projects Fund Budget Extension**

At 7:34 pm, Vice President Gonzalez Timmons opened the public hearing to hear from members of the public who wished to speak for or against the budget extension. Vice President Gonzalez Timmons invited testimony from the public and received no comment. Vice President Gonzalez Timmons closed the public hearing at 7:35 pm and the regular board meeting was reconvened.

**H. Resolution 22-G-25 Capital Projects Fund Budget Extension**

Director Thomas moved to approve Resolution 22-G-25 Capital Fund Extension as presented. Motion carried.

**I. Legislative Representative Report**

There was no legislative report.

**IV. ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND POLICY REVIEW**

**A. Monitoring Reports**

**B. Board/Superintendent Relationship Policies**

The board will review the policies and discuss them at the September board meeting.

**C. ER-1 Expectations of Superintendent**

Director Krotzer moved to find that the Superintendent's performance complies with the requirements of ER-1. Motion carried.

**D. ER-3 Treatment of Parents, Students, Staff and the Public**

Director Krotzer moved to find that the Superintendent's performance complies with the requirements of ER-3. Motion carried.

**E. ER-4 Budget Planning**

Director Krotzer moved to find that the Superintendent's performance complies with the requirements of ER-4. Motion carried.

#### **F. Policy Review**

There were no recommendations for changes to E-5, ER-2, E-2 or GP Policies.

### **V. Closing Items**

#### **A. Announcements and Comments: Public**

Public comment was heard by North Mason Educational Association President Rob Kersey.

#### **B. Good of the Order: Board & Superintendent**

Several Board Members offered comments for the Good of Order.

#### **C. Board Self-Assessment of Meeting**

Vice President Gonzalez Timmons processed the board self-assessment of their performance during this meeting and gave an overall score of satisfactory.

#### **D. Next Board Meeting Date**

The next school board meeting will be held on September 22, 2025 at 6:30pm at the NMSD Administration Office Boardroom.

#### **E. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:06 PM.

Respectfully Submitted,  
N. Gonzalez Timmons

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Erik Youngberg, Board of Directors President

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Dr. Kristine Michael, Secretary to the Board

Minutes approved at meeting on \_\_\_\_\_

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### **Documents used during the meeting**

- Board Meeting Guidelines rev 12 31 19.pdf
- 2025\_07\_28\_board\_meeting\_minutes.pdf
- Accounts Payable.pdf
- Accounts Payable II.pdf
- Payroll Report.pdf
- Payroll Report II.pdf
- Personnel Report 24-25 August.pdf
- Donation Report to board -Aug.pdf
- 6804 - Communications Consortium Serv - ESD112.pdf
- NMEA MOU 8 25 25.pdf
- LSI\_North Mason SD MOU\_5.2025 (1).pdf
- OESD 114 (1).pdf
- Next Level Speech.pdf
- 2420 Grading and Progress Reports rev 8 25 25 Markup.pdf
- 3226 Interviews and Interrogations of Students on School Premises rev 8 25 25 Markup.pdf
- 5010 Nondiscrimination & Affirmative Action rev 08 25 25 Markup.pdf
- 5260 Personnel Records rev 08 25 25 markup.pdf
- 3143 Notification and Dissemination of Info about student offenses and Not 8 25 25 Markup.pdf
- 3210 NonDiscrimination rev 8 25 25 Markup.pdf
- 4260 Use of School Facilities 8 25 25 Markup.pdf
- GP-02-E2 ELECTION OF MEMBERS rev 8 25 25 Markup.pdf
- School Fees for board approval 25-26.pdf
- SRP-North Mason School District All Staff -BOE copy.pdf
- Budget Status thru July 31 All Funds for Aug\_25\_25 Board.pdf
- Budget Financial Report.pdf
- FY 2025-2026 Budget Presentation for Aug 2025 Board.pdf
- F195\_Entire\_Budget\_document Aug\_22\_2025.pdf
- Resolution 21-G-25 Annual Budget 2025\_2026.pdf
- Resolution 22-G-25 2024-25 CPF Budget Extension.pdf
- ER-1 Expectations of Superintendent.pdf
- ER 1 aug 2025 expecations report.pdf
- ER 1 Monitoring Response 8 25 25.pdf
- ER-3 Treatment of Parents, Students, Staff and the Public.pdf

- ER-3 Monitoring Report 8 25 25 Rosenbach.pdf
- ER-3 Monitoring Response 8 25 25.pdf
- ER-4 Budget Planning rev 3 24 25.pdf
- ER-4 Monitoring Report 8 25 25.pdf
- ER 4 Monitoring Response 8 25 25.pdf
- E-2 Student Success rev 12 27 18 final.pdf
- E-5 Responsible Citizens Rev 10 17 13 Final.pdf
- ER-2 Organizational Continuity and Executive Succession.pdf
- BOARD SELF ASSESSMENT .pdf
- Veritas Medical (1).pdf

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*Note: Persons with disabilities needing special accommodations should contact the North Mason School District Office at (360) 277-2300 prior to the date of this meeting.*

# Coversheet

## Accounts Payable

<b>Section:</b>	II. Consent Items
<b>Item:</b>	B. Accounts Payable
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Accounts Payable.pdf Accounts Payable II.pdf

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 September 22, 2025, the board, by a majority vote, approves payments, totaling \$827.67. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB Accounts Payable:  
Warrant Numbers 160022150 through 160022152, totaling \$827.67

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

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160022150	ADMIRAL THEATRE	08/29/2025	25-26 SY prom deposit- Admiral Theater	500.00	500.00
160022151	North Mason S.D. ACH	08/29/2025	BMO 24-25 August BMO ASB	247.67	247.67
160022152	WIAA	08/29/2025	State Golf Trnmnt Fee - NMHS - 24/25 SY	80.00	80.00
	3	Computer	Check(s) For a Total of		827.67

	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
	3	Computer	Checks For a Total of	827.67
Total For	3	Manual, Wire Tran, ACH & Computer Checks		827.67
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	827.67

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 September 22, 2025, the board, by a majority vote, approves payments, totaling \$18,592.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF Accounts Payable:  
Warrant Numbers 160003073 through 160003073, totaling \$18,592.07

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

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160003073	N.MASON SCHOOL DIST B	08/29/2025	Reimburse GF for 24-25 employee salaries for Bond Planning; Dan King, Dana Rosenbach, Joan Moore, Patti Johnson & Felicity Milovich.	18,592.07	18,592.07
	1	Computer	Check(s) For a Total of		18,592.07

	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	18,592.07
Total For	1	Manual, Wire Tran, ACH & Computer Checks		18,592.07
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	18,592.07

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 September 22, 2025, the board, by a majority vote, approves payments, totaling \$372,476.48, and voids/cancellations, totaling \$325.00. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, General Fund Accounts Payable:  
Warrant Numbers 160072981 through 160073032, totaling \$372,476.48  
Voids/Cancellations, totaling \$325.00

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

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

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

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160072981	ALLEN & SONS WINDOW R	08/29/2025	Window Repair at Portables	1,811.27	1,811.27
160072982	AMAZON CAPITAL SERVIC	08/29/2025	Open PO for Amazon These prices are determined to be reasonable based on: Research, History/Experience	22.78	2,744.27
			OPEN PO NOT TO EXCEED 2412.69	424.88	
			FILL THE BUS FUNDS USED TO PURCHASE SCHOOL		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			SUPPLIES. Open PO for Amazon These prices are determined to be reasonable based on: Research, History/Experience	85.95	
			OPEN PO NOT TO EXCEED 2412.69 FILL THE BUS FUNDS USED TO PURCHASE SCHOOL SUPPLIES.	1,945.80	
			OPEN PO NOT TO EXCEED 2412.69 FILL THE BUS FUNDS USED TO PURCHASE SCHOOL SUPPLIES.	237.73	
			4x6 SIGN HOLDERS - NMSD DO BO - 24/25 SY	27.13	
160072983	Auburn Band Parents A	08/29/2025	PO Auburn Band, NMHS Band, 24/25	325.00	325.00
160072984	AVID CENTER	08/29/2025	Ignite July 15-16, 2025 Virtual training	675.00	675.00
160072985	BELFAIR BOB'S LOCKSMI	08/29/2025	Bank Vault Service/Repair - NMSD DO/BO - 24/25 SY	97.74	423.54
			OPEN PO FOR SCH	325.80	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160072986	Cardio Partners Inc	08/29/2025	YR 24-25 DIST WIDE OTTENBACHER'S EMT ORDER - NMHS - 24/25 SY	156.38	156.38
160072987	CENTURYLINK- BUSINESS	08/29/2025	#77961058 Belfair Elevator 360-275-2863 Long Distance Carrier Open PO 24/25 SY	13.38	13.38
160072988	COPY THAT REPROGRAPHI	08/29/2025	OPEN PURCHASE ORDER FOR 24-25 SY	167.24	167.24
160072989	Doctors Clinic	08/29/2025	OPEN PURCHASE ORDER FOR 24-25 SY	330.00	330.00
160072990	EDNETICS, INC.	08/29/2025	Standard User, Analog Adapter/ Fax User, Adjunct User Add-on 2024-2025 School Year	7,384.73	7,384.73
160072991	Embrace Education	08/29/2025	OPEN PO 24/25 SY FEE FOR SERVICE	308.58	308.58
160072992	ESD #112	08/29/2025	OPEN PURCHASE ORDER FOR 24-25 SY	1,200.00	1,200.00
160072993	Fabrega, Tawnya Dee	08/29/2025	OPEN PO FOR SCH YR 24-25 DIST WIDE	21.16	21.16
160072994	FLOHAWKS	08/29/2025	OPEN PO FOR SCH YR 24-25 MAINT	1,668.53	1,668.53
160072995	FMX	08/29/2025	FMX Technology	1,332.97	1,332.97

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Implementation and Training 07/01/2025-06/30/2 026		
160072996	GENSCO	08/29/2025	OPEN PO FOR SCH YR 24-25 MAINT	24.26	3,824.18
			OPEN PO FOR SCH YR 24-25 MAINT	48.22	
			OPEN PO FOR SCH YR 24-25 MAINT	508.94	
			OPEN PO FOR SCH YR 24-25 MAINT	491.92	
			OPEN PO FOR SCH YR 24-25 MAINT	295.41	
			OPEN PO FOR SCH YR 24-25 MAINT	2,455.43	
160072997	GRAINGER	08/29/2025	OPEN PO FOR 24-25 SCH YR MAINT	146.35	146.35
160072998	GUARDIAN SECURITY SYS	08/29/2025	FIRE INTRUSION INSPECTION DEFICIENCY REPAIRS 24-25 SY DIST WIDE OPEN PO FOR FIRE INTRUSTION TESTING INSPECTIONS AND FIRE EXTINGUISHER REPLACEMENTS SCH YR 25-26 ** THIS IS A WA STATE SLABOR AND INDUSTRIES	8,015.22     2,743.10	42,644.45

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			PREVAILING WAGE JOB**		
			OPEN PO FOR FIRE INTRUSTION TESTING INSPECTIONS AND FIRE EXTINGUISHER REPLACEMENTS SCH YR 25-26 ** THIS IS A WA STATE SLABOR AND INDUSTRIES PREVAILING WAGE JOB**	2,158.68	
			OPEN PO FOR FIRE INTRUSTION TESTING INSPECTIONS AND FIRE EXTINGUISHER REPLACEMENTS SCH YR 25-26 ** THIS IS A WA STATE SLABOR AND INDUSTRIES PREVAILING WAGE JOB**	707.74	
			OPEN PO FOR FIRE INTRUSTION TESTING INSPECTIONS AND FIRE EXTINGUISHER REPLACEMENTS SCH YR 25-26 ** THIS	2,767.90	

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			IS A WA STATE SLABOR AND INDUSTRIES PREVAILING WAGE JOB** OPEN PO FOR FIRE INTRUSTION TESTING INSPECTIONS AND FIRE EXTINGUISHER REPLACEMENTS SCH YR 25-26 ** THIS IS A WA STATE SLABOR AND INDUSTRIES PREVAILING WAGE JOB** OPEN PO FOR FIRE INTRUSTION TESTING INSPECTIONS AND FIRE EXTINGUISHER REPLACEMENTS SCH YR 25-26 ** THIS IS A WA STATE SLABOR AND INDUSTRIES PREVAILING WAGE JOB** OPEN PO FOR FIRE INTRUSTION TESTING INSPECTIONS AND	6,335.80	
				2,212.90	
				906.30	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			FIRE EXTINGUISHER REPLACEMENTS SCH YR 25-26 ** THIS IS A WA STATE SLABOR AND INDUSTRIES PREVAILING WAGE JOB**		
			OPEN PO FOR SCH YR 24-25 MAINT	705.90	
			OPEN PO FOR FIRE INTRUSTION TESTING INSPECTIONS AND FIRE EXTINGUISHER REPLACEMENTS SCH YR 25-26 ** THIS IS A WA STATE SLABOR AND INDUSTRIES PREVAILING WAGE JOB**	938.88	
			OPEN PO FOR FIRE INTRUSTION TESTING INSPECTIONS AND FIRE EXTINGUISHER REPLACEMENTS SCH YR 25-26 ** THIS IS A WA STATE SLABOR AND INDUSTRIES PREVAILING WAGE	9,574.33	

## Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			JOB**		
			OPEN PO FOR FIRE	4,632.88	
			INTRUSTION		
			TESTING		
			INSPECTIONS AND		
			FIRE EXTINGUISHER		
			REPLACEMENTS SCH		
			YR 25-26 ** THIS		
			IS A WA STATE		
			SLABOR AND		
			INDUSTRIES		
			PREVAILING WAGE		
			JOB**		
			OPEN PO FOR SCH	944.82	
			YR 24-25 MAINT		
160072999	HOODZ OF THE GREATER	08/29/2025	Open PO for HOODZ	1,927.65	1,927.65
			These prices are		
			determined to be		
			reasonable based		
			on: Research,		
			History/Experience		
			This is a WA		
			STATE DEPARTMENT		
			OF LABOR AND		
			INDUSTRIES		
			PREVAILING WAGE		
			JOB		
160073000	Innovative Behavioral	08/29/2025	Innovative	2,000.00	2,000.00
			Consulting		
			another day was		
			added Ref PO		
			1102400061		
160073001	Kinship Group LLC	08/29/2025	OPEN PO FOR SCH	358.43	716.86

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			YR 24-25 MAINT OPEN PO FOR SCH	358.43	
160073002	MASONWEBTV.COM	08/29/2025	YR 24-25 MAINT 9/24-8/25 Open PO for Monthly Board Meeting Recordings	100.00	100.00
160073003	MITCHELL LUMBER	08/29/2025	OPEN PO FOR SCH YR 24-25 MAINT OPEN PO FOR SCH YR 24-25 MAINT OPEN PO FOR SCH YR 24-25 MAINT OPEN PO FOR SCH YR 24-25 MAINT OPEN PO FOR SCH YR 24-25 MAINT OPEN PO FOR SCH YR 24-25 MAINT OPEN PO FOR SCH YR 24-25 MAINT	161.81 57.46 -57.46 79.05 135.80 53.18	429.84
160073004	N.MASON SCHOOL DIST I	08/29/2025	OPEN PO FOR SCH YR 24-25 MAINT	20.00	20.00
160073005	North Mason S.D. ACH	08/29/2025	APACH REIMBURSEMENTS GF BMO 24-25 August BMO GF BMO Prepaid 25-26 August BMO GF	1,104.80 46,714.57 1,188.79	49,008.16
160073006	OLYMPIC COLLEGE	08/29/2025	9/24-8/25 Open PO for Running start payments	26,548.37	26,548.37
160073007	OLYMPIC ESD 114	08/29/2025	Olympic ESD 114 CERT Services and Clock Hour	199.68	51,898.59

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Services per Invoice #200500144		
			WRISC Combined Fiscal and Student System 9-1-24 to 8-31-25	9,203.37	
			School Safety and Security Co-Op Services & Regional crisis support 9-1-24 to 8-31-25	495.54	
			OPEN PO 24/25 SY COOPERATIVE SERVICES AGREEMENT APENDIX K SPECIAL EDUCATION AND REALTED SERVICES	42,000.00	
160073008	PACIFIC OFFICE AUTOMA	08/29/2025	Open PO for Copier Usage for 24.25 SY	208.09	2,705.08
			Open PO for Copier Usage for 24.25 SY	2.89	
			Open PO for Copier Usage for 24.25 SY	18.51	
			Open PO for Copier Usage for 24.25 SY	7.43	
			Open PO for	9.78	

## Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Copier Usage for 24.25 SY		
			Open PO for Copier Usage for 24-25 SY	1.37	
			Open PO for Copier Usage for 24.25 SY	1.95	
			Transportation Open PO for Copier Usage for 24.25 SY	44.96	
			7T09741 & 7T09742 Konica Copier Lease 60 Months Jan 2023 - Dec 2027	306.87	
			7T09743, 7T09744, 7T09745 Konica Copier Lease 60 Months Jan 2023 - Dec 2027 24.25 SY & Papercut	518.53	
			7T09746 @ \$94.56, 7T09747 @ \$142.64 & Papercut for both @ \$16.80 ea per month Konica Copier Lease 24.25 SY	293.82	
			7T09748 & 7T09749 Konica Copier Lease 60 Months	345.98	

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Jan 2024 - Dec 2027		
			7T09750, 7T09751 Konica Copier lease 60 months January 23- December 2027	345.98	
			7T09752, 7T09754 Konica Copier Lease 60 Months Jan 2023 - Dec 2027 24.25 SY	225.93	
			7T09753 Konica Copier Lease 60 Months Jan 2023 - Dec 2027 24.25 SY	78.40	
			7T09755 Konica Copier Lease 60 Months Jan 2023 - Dec 2027 24.25 SY	120.83	
			C251i Theler Copier Lease 60 mos Sept 24 - Aug 29	173.76	
160073009	PROJECT LEAD THE WAY,	08/29/2025	PLTW PARTICIPATION - NMHS - 25/26 SY	5,400.00	6,350.00
			PARTICIPATION FEES - HMS- 25-26 SY	950.00	
160073010	PUD OF MASON CO	08/29/2025	#149093002 Fields PUD Open PO 24/25 SY	61.45	17,692.66

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			#151669001 Transportation PUD Open PO 24/25 SY	448.55	
			#151669002 Stadium Concession Stand PUD Open PO 24/25 SY	267.63	
			#151685001 State Route 3 Reader Board Open PO 24/25 SY	95.20	
			#152145001 DO, NMHS, HMS & Child Nutrition PUD Open PO 24/25 SY	12,192.84	
			#176889001 Sand Hill PUD Open PO 24/25 SY	2,700.97	
			#176889002 Sand Hill Portable #1 Open PO 24/25 SY	322.36	
			#176889003 Sand Hill Portable #2 Open PO 24/25 SY	130.65	
			#176891001 Sand Hill Pump PUD Open PO 24/25 SY	1,473.01	
160073011	RED'S ELECTRIC MOTOR	08/29/2025	OPEN PO FOR SCH YR 24-25 MAINT	31.54	31.54
160073012	SCOTT MCLENDON'S HARD	08/29/2025	OPEN PO FOR SCH YR 24-25 MAINT	6.07	1,766.52

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			OPEN PO FOR SCH	23.87	
			YR 24-25 GROUNDS		
			OPEN PO FOR SCH	37.07	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	61.86	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	5.42	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	10.85	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	71.86	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	72.34	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	558.07	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	17.79	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	10.08	
			YR 24-25 CUST		
			OPEN PO FOR SCH	27.66	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	34.72	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	36.08	
			YR 24-25 GROUNDS		
			OPEN PO FOR SCH	170.90	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	442.75	
			YR 24-25 MAINT		
			OPEN PO FOR SCH	25.05	
			YR 24-25 CUST		
			OPEN PO FOR SCH	17.27	

## Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			YR 24-25 MAINT OPEN PO FOR SCH	71.62	
			YR 24-25 MAINT OPEN PO FOR SCH	28.30	
			YR 24-25 MAINT OPEN PO FOR SCH	27.67	
			YR 24-25 CUST OPEN PO FOR SCH	9.22	
160073013	SHELTON MASON CO JOUR	08/29/2025	9/24-8/25 Open PO for Legal Notices	160.00	160.00
160073014	Shirinzadeh, Yasaman	08/29/2025	OPEN PO 24/25 SY REMOTE PSYCHOLOGICAL SERVICES TERMS 1/6/2025 TO 6/18/2025	5,200.00	5,200.00
160073015	SOLUTION TREE	08/29/2025	Solution Tree - PD for All staff trauma informed practices and virtual trainings.	6,000.00	6,000.00
160073016	SOUTH KITSAP SCHOOL D	08/29/2025	Open purchase order for 24-25 SY Mckinney transportation	6,059.68	6,059.68
160073017	STAPLES BUSINESS ADVA	08/29/2025	OPEN PURCHASE ORDER FOR 24-25 SY 9/24-8/25 Open PO for District Office Supplies	429.80 35.83	1,696.45

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			OPEN PURCHASE	367.87	
			ORDER FOR 24-25 SY		
			Office Supplies -	121.95	
			Open PO for 24/25 SY		
			9/24-8/25 Open PO for District	16.30	
			Office Supplies		
			Office Supplies -	32.60	
			Open PO for 24/25 SY		
			OPEN PO FOR SCH YR 24-25 CUST	692.10	
160073018	STATE FARM FIRE AND C	08/29/2025	Surety Bond for 25/26 Dan King Policy #98-G7-6343-4	394.00	394.00
160073019	TACOMA SCHOOL DISTRIC	08/29/2025	OPEN PO 24/25 SY SERVICE THREE STUDENTS W/DISABILITIES	8,631.08	8,631.08
160073020	TK Elevator	08/29/2025	Emerg Call Elevator Batt Alarm Alert @ NMHS	1,027.62	1,027.62
160073021	TRANSFINDER CORPORATI	08/29/2025	OPEN PURCHASE ORDER FOR 24-25 SY	7,384.80	83,664.49
			OPEN PURCHASE ORDER FOR 24-25 SY	76,279.69	
160073022	UniFirst Corporation	08/29/2025	OPEN PURCHASE	188.45	517.25

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			ORDER FOR 24-25 SY		
			OPEN PURCHASE	164.40	
			ORDER FOR 24-25 SY		
			OPEN PURCHASE	164.40	
			ORDER FOR 24-25 SY		
160073023	UNITED SCHOOLS INSURA	08/29/2025	Deductible for 11/6/23 Property *U2283 Boys & Girls Club Inv-02264	5,000.00	5,000.00
160073024	US Foods Inc.	08/29/2025	Open PO for US Foods Food and Supplies These prices are determined to be reasonable based on: Research, History/Experience	2,194.29	3,414.52
			Open PO for US Foods Food and Supplies These prices are determined to be reasonable based on: Research, History/Experience	94.90	
			Open PO for US Foods Food and Supplies These prices are	1,163.86	

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			determined to be reasonable based on: Research, History/Experience Open PO for US Foods Food and Supplies These prices are determined to be reasonable based on: Research, History/Experience	-38.53	
160073025	WA-ACTE	08/29/2025	TQUINN - SUMM CONF REG - JTHS - 24/25 SY	675.00	675.00
160073026	WASA	08/29/2025	2025-26 TransAct Board on Track (Eduportal)	3,562.08	3,562.08
160073027	WASBO	08/29/2025	Open PO for membership and training - NMSD - 25/26 SY	287.50	317.50
			Open PO for membership and training - NMSD - 25/26 SY	30.00	
160073028	WAXIE SANITARY SUPPLY	08/29/2025	OPEN PO FOR SCH YR 24-25 CUST OPEN PO FOR SCH YR 24-25 CUST	693.22 2,636.82	3,330.04
160073029	WESTBAY AUTO PARTS	08/29/2025	OPEN PURCHASE ORDER FOR 24-25 SY	515.77	515.77

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073030	WESTERN EXTERMINATOR	08/29/2025	OPEN PO FOR SCH YR 24-25 MAINT	126.95	1,059.30
			OPEN PO FOR SCH YR 24-25 MAINT	101.60	
			OPEN PO FOR SCH YR 24-25 MAINT	90.68	
			OPEN PO FOR SCH YR 24-25 MAINT	128.64	
			OPEN PO FOR SCH YR 24-25 MAINT	101.60	
			OPEN PO FOR SCH YR 24-25 MAINT	112.46	
			OPEN PO FOR SCH YR 24-25 MAINT	114.84	
			OPEN PO FOR SCH YR 24-25 MAINT	142.05	
			OPEN PO FOR SCH YR 24-25 MAINT	74.23	
			OPEN PO FOR SCH YR 24-25 MAINT	66.25	
160073031	WILCOX FLEGEL	08/29/2025	OPEN PURCHASE ORDER FOR 24-25 SY	456.01	456.01
160073032	YouScience, LLC	08/29/2025	Invoice #33949 - NMHS/HMS - 25-26 SY	14,423.39	14,423.39
52	Computer		Check(s) For a Total of		372,476.48

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160072001	Auburn Band Parents A	08/29/2025	PO Auburn Band, NMHS Band, 24/25	325.00	325.00
	1	Void	Check(s) For a Total of		325.00

## Check Summary

	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
	52	Computer	Checks For a Total of	372,476.48
Total For	52	Manual, Wire Tran, ACH & Computer Checks		372,476.48
Less	1	Voided	Checks For a Total of	325.00
			Net Amount	372,151.48

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 September 22, 2025, the board, by a majority vote, approves payments, totaling \$9,180.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, General Fund Accounts Payable:  
Warrant Numbers 160073033 through 160073033, totaling \$9,180.00

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

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073033	DEPT OF LABOR AND IND	08/29/2025	L&I Inspection #317986447 PO Box 44835, Olympia, WA 98504-4835	9,180.00	9,180.00
	1	Computer	Check(s) For a Total of		9,180.00

	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	9,180.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		9,180.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	9,180.00

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 September 22, 2025, the board, by a Majority vote, approves payments, totaling \$158.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB Accounts Payable:  
Warrant Numbers 160022153 through 160022153, totaling \$158.07

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

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160022153	HUDL	09/15/2025	25-26 sy NMHS-HUDL- ASB	158.07	158.07
	1	Computer	Check(s) For a Total of		158.07

	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	158.07
Total For	1	Manual, Wire Tran, ACH & Computer Checks		158.07
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	158.07

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 September 22, 2025, the board, by a majority vote, approves payments, totaling \$280,695.75. The payments are further identified in this document.

Total by Payment Type for Cash Account, General Fund Accounts Payable:  
Warrant Numbers 160073034 through 160073092, totaling \$280,695.75

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073034	AAA SEPTIC TANK PUMPI	09/15/2025	O&M Inspections & Pumping District Wide	2,517.35	8,566.37
			O&M Inspections & Pumping District Wide	825.36	
			O&M Inspections & Pumping District Wide	3,268.86	
			O&M Inspections & Pumping District Wide	1,031.70	
			O&M Inspections & Pumping District Wide	923.10	
160073035	AGILE MIND EDUCATIONA	09/15/2025	12 Def Agile Mind	1,933.08	1,933.08

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073036	AMAZON CAPITAL SERVIC	09/15/2025	Algebra-20 books		
			Open PO for	197.39	6,966.79
			Supplies		
			25-26 SY	176.16	
			Counseling office		
			supplies		
			25-26 SY NMHS -	374.64	
			Amazon- front		
			office supplies.		
			OPEN	421.66	
			PO-SCIENCE-NMHS		
			25/26 SY		
			25-26 SY NMHS -	25.12	
			Amazon- front		
			office supplies.		
			OPEN PO FOR SCH	189.54	
			YR 25-26 FOR		
			MAINT		
			PO for Health and	179.70	
			Fitness		
			Curriculum		
			OPEN PURCHASE	732.84	
			ORDER FOR JTHS		
			2025-26 SCHOOL		
			YEAR		
			25 -26 SY Gin	654.91	
			Lucas - Amazon		
			art supplies		
			OPEN PURCHASE	86.78	
			ORDER FOR JTHS		
			2025-26 SCHOOL		
			YEAR		
			OPEN	74.20	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			PO-SUPPLIES-HMS-25		
			/26 SY		
			Open PO for	40.15	
			Amazon for SY		
			25/26 These		
			prices are		
			determined to be		
			reasonable based		
			on: Research,		
			History/experience		
			OPEN PO FOR 25/26	176.66	
			SCHOOL YEAR TO		
			PURCHASE SUPPLIES		
			Open PO for	77.15	
			Supplies		
			OPEN PURCHASE	992.41	
			ORDER FOR JTHS		
			2025-26 SCHOOL		
			YEAR		
			25-26 SY- Amazon-	46.69	
			JFullington-		
			notebooks		
			OPEN PO-CAREER	9.33	
			CHOICES-NMHS-25/26		
			SY		
			25-26 Sy CTE-	125.98	
			Travis Quinn-		
			AMAZON		
			OPEN PURCHASE	1,151.28	
			ORDER FOR JTHS		
			2025-26 SCHOOL		
			YEAR		
			25-26 SY	234.64	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			CShounder		
			CTE/NMHS-		
			culinary		
			25-26 SY	35.83	
			Counseling office		
			supplies		
			OPEN PURCHASE	-32.56	
			ORDER FOR JTHS		
			2025-26 SCHOOL		
			YEAR		
			OPEN PO-CAREER	210.12	
			CHOICES-NMHS-25/26		
			SY		
			Open PO for	28.64	
			Amazon for SY		
			25/26 These		
			prices are		
			determined to be		
			reasonable based		
			on: Research,		
			History/experience		
			OPEN PURCHASE	159.62	
			ORDER FOR 25-26		
			SY		
			Open PO for	35.07	
			Supplies		
			Open PO for	40.16	
			Supplies		
			OPEN	382.24	
			PO-HORTICULTURE-NM		
			HS - 25/26 SY		
			Amazon Open PO	140.44	
			2025-2026 School		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073037	BREMERTON SCHOOL DIST	09/15/2025	Supplies 25-26 Open PO for Cost shares WST and 23-24 Past Due invoice OPEN PURCHASE ORDER FOR MCKINNEY VENTO TRANSPORTATION FOR 24-25 SY	1,080.00     1,260.00	2,340.00
160073038	CARNEGIE LEARNING, IN	09/15/2025	Alg 1, Alg 2, Geometry Quote-Q-62327	34,753.63	34,753.63
160073039	CASCADE NATURAL GAS C	09/15/2025	#106 021 0000 9 Grounds Natural Gas Open PO 24/25 SY #245 021 0000 1 Belfair Elem Natural Gas Open PO 24/25 SY #483 050 1845 8 Admin Building Natural Gas Open PO 24/25 SY #538 331 5305 8 HMS Natural Gas Open PO 24/25 SY #595 021 0000 7 Transportation Natural Gas Open PO 24/25 SY #608 891 4515 1	24.57    134.05   39.77   678.67  20.00  30.65	1,970.34

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Theler Pre-K		
			Natural Gas Open		
			PO 24/25 SY		
			#610 750 6350 5	39.77	
			Boys & Girls Club		
			Natural Gas Open		
			PO 24/25 SY		
			#695 021 0000 6	123.40	
			Community Gym		
			Natural Gas Open		
			PO 24/25 SY		
			#708 965 4613 5	859.46	
			NMHS Natural Gas		
			Open PO 24/25 SY		
			#795 021 0000 5	20.00	
			Maintenance		
			Natural Gas Open		
			PO 24/25 SY		
160073040	Central Welding Suppl	09/15/2025	OPEN PO FOR SCH	369.12	369.12
			YR 25-26 MAINT		
160073041	CENTURYLINK	09/15/2025	#360-275-2863	112.28	344.87
			229B Phone Lines		
			Open PO 24/25 SY		
			#360-275-2658	232.59	
			922B NMHS & HMS		
			Elevator Phone		
			Lines Open PO		
			24/25 SY		
160073042	CHARACTER STRONG	09/15/2025	All schools tier	8,679.33	8,679.33
			1 lessons-inv		
			34708		
160073043	CivicPlus, LLC	09/15/2025	Social Media	5,014.35	5,014.35
			Archiving School		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Year 09/01/2025-08/31/2026		
160073044	CLAY ART CENTER INC	09/15/2025	25-26 SY open PO for Ceramics-Clay Art studio	2,771.75	2,771.75
160073045	DAIRY FRESH FARMS INC	09/15/2025	Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	332.45	5,900.47
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	297.75	
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	261.22	

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	339.97	
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	462.45	
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	447.26	
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be	339.81	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY	447.26	
			reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY	294.21	
			reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY	294.49	
			reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY	123.15	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
		25/26	These prices are determined to be reasonable based on: Research, History/experience		
		Open PO for Dairy	Fresh for food items for SY	261.93	
		25/26	These prices are determined to be reasonable based on: Research, History/experience		
		Open PO for Dairy	Fresh for food items for SY	269.82	
		25/26	These prices are determined to be reasonable based on: Research, History/experience		
		Open PO for Dairy	Fresh for food items for SY	269.82	
		25/26	These prices are determined to be reasonable based on: Research, History/experience		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	3.38	
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	465.18	
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	450.19	
			Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be	231.30	

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	308.83	
160073046	DELL	09/15/2025	25-26 SY - dell- travis quinn	332.31	332.31
160073047	DEPARTMENT OF HEALTH	09/15/2025	PUBLIC WATER SYSTEM ANN FEE FOR SH PUBLIC WATER SYSTEM ANN FEE FOR NMHS	454.00 754.00	1,208.00
160073048	Edmentum, Inc.	09/15/2025	PER QUOTE: Q680121 PROGRAM LICENSE 8-14-2025 TO 8-13-2026 COURSEWARE LIBRARY, CUSTOMER SERVICE, EXACT PATH STANDARDS MASTERY CORE LIBRARY ED Options Academy/ALVS Quote-662193	20,096.02 7,059.00	27,155.02

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073049	EDNETICS, INC.	09/15/2025	InformaCast Fusion 3 year Subscription Expiration Date 8/23/2026	10,641.18	10,641.18
160073050	Embrace Education	09/15/2025	EMBRACE SUBSCRIPTION, IEP, 504, FILE IMPORT, ANNUAL PLAN FOR 25/26 SY	6,659.22	6,659.22
160073051	ERNN-EMPLOYEE RELATIO	09/15/2025	9/2025-6/2026 Membership Renewal	495.00	495.00
160073052	First Choice Health N	09/15/2025	EAP Work/Life Benefits for Certified & Classified Staff Period 09/01/24 - 08/31/2025	466.44	466.44
160073053	FLINN SCIENTIFIC	09/15/2025	25-26 Flinn Scientific- CTE/NMHS 25-26 Flinn Scientific- CTE/NMHS	269.28 163.86	433.14
160073054	FRANZ FAMILY BAKERY	09/15/2025	Open PO for Franz Open PO for Franz	362.01 279.23	641.24
160073055	Generation Genius, In	09/15/2025	Generation Genius videos & lessons	1,395.00	1,395.00
160073056	GRAINGER	09/15/2025	OPEN PO FOR SCH YR 25-26 MAINT OPEN PO FOR SCH YR 25-26 MAINT	183.14 35.48	218.62

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073057	Imagine Learning LLC	09/15/2025	Edgenuity 6-12 Quote Q-115804	9,978.29	9,978.29
160073058	InTouch Receipting	09/15/2025	25-26 ANNUAL SUPPORT InTouch Credit Card Transaction Fees Billed Annually	4,569.35 233.27	4,802.62
160073059	K-12 LEADERSHIP MATTE	09/15/2025	Admin onsite training-First installment.	12,000.00	12,000.00
160073060	K.C.D.A.	09/15/2025	OPEN PO-SCIENCE-NMHS-25 /26 SY	984.79	984.79
160073061	NAFIS	09/15/2025	7/1/25-6/30/26 Membership	350.00	350.00
160073062	NASCO	09/15/2025	25 - 26 SY Gin Lucas - Nasco - Fine Arts	655.30	655.30
160073063	NCS PEARSON INC	09/15/2025	OPEN PO FOR 25/26 SY PROTOCOLS AND TESTING DISTRICT WIDE	1,124.01	1,124.01
160073064	North Mason S.D. ACH	09/15/2025	Comp Tax GF 8.31.25 24-25 FY Comp Tax GF 8.31.25 25-26 FY	118.10 1,407.46	1,525.56
160073065	NORTHWEST WATER SYSTE	09/15/2025	OPEN PO FOR SCH YR 25-26 UPPER CAMPUS MAINT OPEN PO FOR SCH YR 25-26 SH/MAINT	283.80 242.10	525.90
160073066	OOTOPIA COFFEE ROASTE	09/15/2025	OPEN PO 25/26 SY	592.72	592.72

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			BULLDOG JAVA SUPPLIES		
160073067	Porter Foster Rorick	09/15/2025	9/25-8/26 Open PO legal fees	600.00	600.00
160073068	PROJECT LEAD THE WAY,	09/15/2025	KIVI'S SHEEP BRAIN ORDER - HMS - 24/25 SY KIVI'S WINDMILL ORDER - HMS - 24/25 SY	1,270.62 794.95	2,065.57
160073069	Red Rover Technologie	09/15/2025	Absence Management Services Sept 1, 2025 thru Aug 31, 2026	8,601.96	8,601.96
160073070	Renaissance Learning,	09/15/2025	Renaissance Quote # Q-1844147 v3 1 year subscription starts 9/9/2025-8/31/2026	5,004.94	5,004.94
160073071	SAVVAS LEARNING COMPA	09/15/2025	Interactive American History 6-8 grade-172139	5,735.22	5,735.22
160073072	SCHOLASTIC	09/15/2025	25-26 SY NMHS - Scholastic order pt.2 - MMiller	118.18	118.18
160073073	SCHOLASTIC INC	09/15/2025	25 - 26 SY Melinda Miller- Scholastics action magazine	118.18	118.18
160073074	SCOTT MCLENDON'S HARD	09/15/2025	OPEN PO FOR SCH YR 25-26 MAINT OPEN PO FOR SCH	39.03 32.53	971.52

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			YR 25-26 FOR CUST/WAREHOUSE		
			OPEN PO FOR SCH	13.23	
			YR 25-26 MAINT		
			OPEN PO FOR SCH	38.16	
			YR 25-26 MAINT		
			OPEN PO FOR SCH	18.65	
			YR 25-26 MAINT		
			OPEN PO FOR SCH	87.67	
			YR 25-26 MAINT		
			OPEN PO FOR SCH	45.58	
			YR 25-26 GROUNDS		
			OPEN PO FOR SCH	4.98	
			YR 25-26 MAINT		
			OPEN PO FOR SCH	108.59	
			YR 25-26 MAINT		
			OPEN PO FOR SCH	10.85	
			YR 25-26 FOR CUST/WAREHOUSE		
			OPEN PO FOR SCH	46.62	
			YR 25-26 MAINT		
			OPEN PO FOR SCH	20.62	
			YR 25-26 MAINT		
			OPEN PO FOR SCH	50.97	
			YR 25-26 MAINT		
			OPEN PO FOR SCH	338.42	
			YR 25-26 GROUNDS		
			OPEN PO FOR SCH	18.66	
			YR 25-26 FOR CUST/WAREHOUSE		
			OPEN PO FOR SCH	96.96	
			YR 25-26 MAINT		
160073075	Seesaw Learning Inc	09/15/2025	9/1/25-//31/2026	7,059.00	7,059.00

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073076	SIRS	09/15/2025	Subscription Renewal 8/25-7/26 membership renewal	604.00	604.00
160073077	STAPLES BUSINESS ADVA	09/15/2025	OPEN PO FOR SCH YR 25-26 FOR CUST/WAREHOUSE OPEN PO FOR SCH YR 25-26 MAINT OPEN PO FOR SCH YR 25-26 MAINT OPEN PO FOR SCH YR 25-26 FOR CUST/WAREHOUSE OPEN PO FOR SCH YR 25-26 FOR CUST/WAREHOUSE 25-26 SY Staples Open PO for supplies NMHS - Front office OPEN PO FOR SCH YR 25-26 FOR CUST/WAREHOUSE	191.08  198.31  13.67  367.01  1,815.44  101.39  113.70	2,800.60
160073078	SYSCO	09/15/2025	Open PO for Sysco for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	1,681.98	1,681.98
160073079	TACOMA SCHOOL DISTRIC	09/15/2025	OPEN PO 24/25 SY	8,916.50	8,916.50

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073080	Technology Student As	09/15/2025	SERVICE THREE STUDENTS W/DISABILITIES 25-26 Sy Tech. Student association HMS- NWells	296.00	296.00
160073081	THERMAL SUPPLY INC	09/15/2025	OPEN PO FOR 25-26 SY MAINT	130.51	130.51
160073082	UNITED SALAD OF WASHI	09/15/2025	Open PO for United Salad	1,601.49	1,601.49
160073083	University of Oregon	09/15/2025	University of Oregon - SWIS License and Bundled App SWIS & CICO/SWIS Annual License 09/01/25-08/31/26	675.00 675.00	1,350.00
160073084	US Foods Inc.	09/15/2025	Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US	295.50 3,310.22 3,706.73	38,402.49

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US	0.00	
			Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US	1,888.14	
			Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US	325.75	
			Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US	5,067.68	
			Foods SY 25/26 These prices are determined to be reasonable based on: Research,		

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			History/experience OPEN PO-CULINARY-NMHS-2 5/26 SY OPEN PO-CULINARY-NMHS-2 5/26 SY Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based	1,144.35    187.09   3,927.09     12,533.83       48.21       313.83	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based	5,200.08	
			on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based	2,020.61	
			on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based	26.23	
			on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based	-4.61	
			on: Research, History/experience Open PO for US Foods SY 25/26 These prices are	-5.32	

### Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			determined to be reasonable based on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO For US foods Storage fees for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	-1,170.00	
				-380.64	
				5.00	
				-62.28	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Open PO For US foods Storage fees for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	5.00	
			Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	5.00	
			Open PO For US foods Storage fees for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	5.00	
			Open PO for US Foods SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	5.00	
			Open PO for US Foods SY 25/26 These prices are	5.00	

Check Summary

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160073085	Vector Solutions	09/15/2025	determined to be reasonable based on: Research, History/experience Vector Training K-12 Edition Cyber Security 9/1/2025 - 8/31/2026	1,039.50	1,039.50
160073086	Veritas Medical	09/15/2025	OPEN PO 25/26 SY DISTRICT WIDE NURSING SERVICES TERM 6/25/25 TO 7/15/26	16,143.75	16,143.75
160073087	WALTER E NELSON CO OF	09/15/2025	OPEN PO FOR 25-26 SY MAINT OPEN PO FOR 25-26 SY MAINT	504.99 504.99	1,009.98
160073088	WAXIE SANITARY SUPPLY	09/15/2025	OPEN PO FOR SCH YR 25-26 FOR CUST/WAREHOUSE	5,028.82	5,028.82
160073089	WESTERN EXTERMINATOR	09/15/2025	OPEN PO FOR SCH YR 25-26 DIST WIDE MAINT OPEN PO FOR SCH YR 25-26 DIST WIDE MAINT OPEN PO FOR SCH YR 25-26 DIST WIDE MAINT OPEN PO FOR SCH YR 25-26 DIST WIDE MAINT	126.95 126.95 90.68 102.79	792.29

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			OPEN PO FOR SCH	128.64	
			YR 25-26 DIST		
			WIDE MAINT		
			OPEN PO FOR SCH	142.05	
			YR 25-26 DIST		
			WIDE MAINT		
			OPEN PO FOR SCH	74.23	
			YR 25-26 DIST		
			WIDE MAINT		
160073090	WILCOX FLEGEL	09/15/2025	OPEN PURCHASE	4,173.81	4,173.81
			ORDER FOR 24-25		
			SY		
160073091	WSPA	09/15/2025	25/26 OPEN PO FOR	125.00	125.00
			HUMAN RESOURCES		
			TRAINING		
160073092	WSSDA	09/15/2025	9/25-8/26 OPEN PO	3,740.00	4,530.00
			for conferences		
			for staff and		
			Board members		
			9/25-8/26 OPEN PO	790.00	
			for conferences		
			for staff and		
			Board members		
59	Computer		Check(s) For a Total of		280,695.75

Check Summary

	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
	59	Computer	Checks For a Total of	280,695.75
Total For	59	Manual, Wire Tran, ACH & Computer Checks		280,695.75
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		280,695.75

# Coversheet

## Payroll

<b>Section:</b>	II. Consent Items
<b>Item:</b>	C. Payroll
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Payroll Report.pdf Payroll Report II.pdf

As of 9/22/2025 by a majority vote does approve for payment those checks (warrants) included in the list and further described as follows: Payroll Cash Account

check numbers 160105077-160105103

\$2,724,894.09

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

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

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

27 CHECKS FOR A TOTAL OF

\$2,724,894.09

CERTIFICATION OF AUDITING OFFICER

I, the undersigned do hereby certify under penalty of perjury, that the materials have been furnished, the services rendered, or the labor performed as described herein, and the claims are just, due and unpaid obligations against North Mason School District No. 403 and that I am authorized to authenticate and certify to said claim. I further certify that the expense reimbursements are just, due and unpaid obligations against the North Mason School District No. 403 and that I am authorized to certify said claim.

Daniel S. King  
Auditing Officer

August 28, 2025  
Date

CTP      Payroll Cash Account

PAYEE	DATE	WARRANT			MICR	DATE	DATE	INTEREST
	ISSUED	NUMBER	FND	AMOUNT	NUMBER	REDEEMED	REGISTERED	
FUND TOTALS								
Total 403 001    General Fund		2,724,884.15						
Total 403		2,724,884.15						
Total All Funds		2,724,884.15						
*****								
BURNS, KIMBERLY	08/29/2025	160105077	001	2,919.72	160105077			
Citizens For North Mason Schools	08/29/2025	160105078	001	44.00	160105078			
DEPT OF RETIREMENT SYSTEMS	08/29/2025	160105079	001	70,502.54	160105079			
DEPT OF RETIREMENT SYSTEMS	08/29/2025	160105080	001	75,184.81	160105080			
DEPT OF RETIREMENT SYSTEMS	08/29/2025	160105081	001	12,858.22	160105081			
HCA-SEBB BENEFITS/Agency#600E15	08/29/2025	160105082	001	400,277.00	160105082			
HCA-SEBB FLEX SPEND/Agency#600E15	08/29/2025	160105083	001	5,107.55	160105083			
HCA-SEBB DECAP/AGENCY #600E15	08/29/2025	160105084	001	1,004.16	160105084			
North Mason Scholarship Foundation	08/29/2025	160105085	001	209.00	160105085			
North Mason S.D. ACH Account	08/29/2025	160105086	001	487,180.63	160105086			
North Mason S.D. ACH - P/R	08/29/2025	160105087	001	1,387,622.43	160105087			
Olympic ESD 114 UNEMPPOOL-PAYROLL	08/29/2025	160105088	001	3,198.81	160105088			
Olympic ESD 114 RW CMP TR - PAYROLL	08/29/2025	160105089	001	18,391.64	160105089			
Omni Group	08/29/2025	160105090	001	12,903.33	160105090			
Paylogix F/B/O N. Mason School Dist #19519	08/29/2025	160105091	001	580.04	160105091			
PUBLIC SCHOOL EMP #909	08/29/2025	160105092	001	4,876.09	160105092			
The Standard Insurance Company	08/29/2025	160105093	001	4,825.35	160105093			
State of WA - DSHS Fin-Recovery	08/29/2025	160105094	001	250.00	160105094			
STATE TREASURER	08/29/2025	160105095	001	12,313.86	160105095			
TEACHER RET SYST	08/29/2025	160105096	001	195,592.51	160105096			
UFCW 3000	08/29/2025	160105097	001	185.24	160105097			
UNUM LIFE INSURANCE	08/29/2025	160105098	001	820.10	160105098			
Page Total				2,696,847.03				

CTP      Payroll Cash Account

<u>PAYEE</u>	<u>DATE</u> <u>ISSUED</u>	<u>WARRANT</u> <u>NUMBER</u>	<u>FND</u>	<u>AMOUNT</u>	<u>MICR</u> <u>NUMBER</u>	<u>DATE</u> <u>REDEEMED</u>	<u>DATE</u> <u>REGISTERED</u>	<u>INTEREST</u>
Veba Trust #Y1253	08/29/2025	160105099	001	11,105.98	160105099			
Vertigo, LLC	08/29/2025	160105100	001	475.00	160105100			
WASH STATE SCH RETIREES ASSOC.	08/29/2025	160105101	001	70.00	160105101			
WEA Payroll Deductions	08/29/2025	160105102	001	16,386.14	160105102			
	Page Total			28,037.12				
	Subtotal			2,724,884.15				
	GRAND TOTAL			2,724,884.15				

\*\*\*\*\* End of report \*\*\*\*\*

CTP Payroll Cash Account

PAYEE	DATE	WARRANT			AMOUNT	MICR	DATE	DATE	INTEREST
	ISSUED	NUMBER	FND	NUMBER		REDEEMED	REGISTERED		
FUND TOTALS									
Total 403 001	General Fund		9.94						
Total 403			9.94						
Total All Funds			9.94						
*****									
North Mason S.D. ACH Account	08/29/2025	160105103	001		9.94	160105103			
	Page Total				9.94				
	Subtotal				9.94				
	GRAND TOTAL				9.94				

\*\*\*\*\* End of report \*\*\*\*\*

As of 9/22/2025 by a majority vote does approve for payment those checks (warrants) included in the list and further described as follows: Payroll Cash Account

check numbers 160105104-160105116

\$117,957.13

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

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

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

13 CHECKS FOR A TOTAL OF

\$117,957.13

CERTIFICATION OF AUDITING OFFICER

I, the undersigned do hereby certify under penalty of perjury, that the materials have been furnished, the services rendered, or the labor performed as described herein, and the claims are just, due and unpaid obligations against North Mason School District No. 403 and that I am authorized to authenticate and certify to said claim. I further certify that the expense reimbursements are just, due and unpaid obligations against the North Mason School District No. 403 and that I am authorized to certify said claim.

Daniel S. King  
Auditing Officer

September 16, 2025  
Date

CTP Payroll Cash Account

PAYEE	DATE	WARRANT	FND	AMOUNT	MICR	DATE	DATE	INTEREST
	ISSUED	NUMBER			NUMBER	REDEEMED	REGISTERED	
FUND TOTALS								
Total 403 001    General Fund		117,957.13						
Total 403		117,957.13						
Total All Funds		117,957.13						
*****								
Citizens For North Mason Schools	09/15/2025	160105104	001	9.00	160105104			
DEPT OF RETIREMENT SYSTEMS	09/15/2025	160105105	001	9,812.89	160105105			
DEPT OF RETIREMENT SYSTEMS	09/15/2025	160105106	001	2,654.56	160105106			
HCA-SEBB BENEFITS/Agency#600E15	09/15/2025	160105107	001	34,101.00	160105107			
North Mason Scholarship Foundation	09/15/2025	160105108	001	4.00	160105108			
North Mason S.D. ACH Account	09/15/2025	160105109	001	14,183.43	160105109			
North Mason S.D. ACH - P/R	09/15/2025	160105110	001	52,350.60	160105110			
Olympic ESD 114 UNEMPPOOL-PAYROLL	09/15/2025	160105111	001	155.99	160105111			
Olympic ESD 114 RW CMP TR - PAYROLL	09/15/2025	160105112	001	489.26	160105112			
The Standard Insurance Company	09/15/2025	160105113	001	247.03	160105113			
STATE TREASURER	09/15/2025	160105114	001	60.00	160105114			
UFCW 3000	09/15/2025	160105115	001	1,129.28	160105115			
Veba Trust #Y1253	09/15/2025	160105116	001	2,760.09	160105116			
Page Total				117,957.13				
Subtotal				117,957.13				
GRAND TOTAL				117,957.13				

\*\*\*\*\* End of report \*\*\*\*\*

# Coversheet

## Personnel Report

<b>Section:</b>	II. Consent Items
<b>Item:</b>	D. Personnel Report
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Personnel Report 25-26 Sept.pdf

## PERSONNEL REPORT

September, 2025

### FOR BOARD APPROVAL:

#### CERTIFICATED PERSONNEL

##### LEAVE OF ABSENCE

##### RECOMMENDATION

##### POSITION

##### EXPERIENCE

Heagerty, Amelia

SLP, Early Learning (Belfair Elementary)

Amelia has a Bachelors degree from Berkeley, and a Masters degree from the University of Colorado. She has 8 years of experience as an SLP, in both school and therapy settings.

Hanson, Elizabeth

Pathways SpEd Teacher, Sand Hill

Elizabeth has a Bachelors degree from Western Governors University. She has previous experience as a paraeducator and long-term substitute teacher.

Ratigan, Hailee

Special Education Teacher, James Taylor HS

Hailee has a Bachelors degree from Central Washington University. She has previous experience as a substitute teacher and paraeducator.

##### RESIGNATION/RETIREMENT/NON-RENEWAL

#### CLASSIFIED PERSONNEL

##### RECOMMENDATION

##### POSITION

##### EXPERIENCE

Eakes, Michael

Paraeducator, Belfair Elementary

Michael was an activity assistant last year. He is excited to return as a paraeducator.

Emrick, Elizabeth	Paraeducator, Sand Hill	Elizabeth was a paraeducator at Hawkins last year, and has previous experience as a teacher aid and assistant teacher.
Fernandez, Corina	Paraeducator, Sand Hill	Corina was an activity assistant last year. She is excited to return as a paraeducator.
Johnson, Ross	Delivery/Warehouse, Child Nutrition	Ross has been working as a substitute custodian and grounds worker in the district since 2023.
Stanley, Michelle	Paraeducator, North Mason HS	Michelle has previous experience as a paraeducator and substitute in our district.

**RESIGNATION/RETIREMENT/NON-RENEWAL/LEAVE OF ABSENCE**

Maier, Chrissa	Paraeducator, Sand Hill	Chrissa was hired as a paraeducator in 2021. She has resigned from her position.
Thornton, Ethan	Library Technician, North Mason HS	Ethan will be taking a leave of absence through January to complete his student teaching.
West, Cheryl	Delivery/Warehouse, Child Nutrition	Cheryl was hired in 2018. She has resigned from her position.

**COACHING PERSONNEL**

**RECOMMENDATION**

**POSITION**

**EXPERIENCE**

Hackett, Corie	Assistant Fastpitch Coach, Hawkins MS	Corie was a student athlete, and has volunteered with the middle school team for the last two years.
Kama-Tandal, Kisiah	Assistant Volleyball Coach, North Mason HS	Kisiah was a NM student athlete. She has previous experience as a camp counselor with the YMCA.

**Mathews, Natalie**

**Volunteer Volleyball Coach, North Mason  
HS**

**Natalie played volleyball for six years in NMSD She has also  
been a volleyball referee.**

**RESIGNATION/RETIREMENT/NON-  
RENEWAL**

**Ottenbacher, Kyle**

**Athletic Trainer, NMSD**

**Kyle was hired as the athletic trainer in 2023. He has  
resigned from this position, but will continue as a teacher in  
the district.**

# Coversheet

## Donations

<b>Section:</b>	II. Consent Items
<b>Item:</b>	E. Donations
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Donation Report to board .pdf

**DONATIONS, GIFTS & TEACHER GRANTS**  
**Board Meeting, September 22, 2025**

<b>By</b>	<b>To</b>	<b>For</b>	<b>Donation</b>
<b>Under \$250.00</b>			
Pat Rhea	Sand Hill	Crayons, markers, Paper	\$50.00
Rachel Thomas	Sand Hill	Boys clothes	\$50.00
Coca Cola	NMHS	ASB	\$221.28
 <b>\$250.00 - \$999.99</b>			
 <b>\$1,000.00 - \$4999.99</b>			
Kiwanis	AIOC(Adulting in our community)	Exterior beautification	\$2,668.10
 <b>\$5,000.00 or greater</b> (requires Board acceptance)			
			<hr/> <b>\$2,989.38</b>

# Coversheet

## Agreements/Contracts

**Section:** II. Consent Items

**Item:** F. Agreements/Contracts

**Purpose:**

**Submitted by:**

**Related Material:**

NMEA MOU 8 25 25.pdf

Mason County Juvenile Court Services MOU.pdf

NMEA Collective Bargaining Agreement 2025-2027 School Year 9 22 25.pdf

#### SECTION A - LENGTH OF WORKDAY MOU (to be rolled into contract beginning year 25-26)

The normal total length of the workday shall be 7 hours 30 minutes which shall include all conference time, class time, and lunch periods.

Three (3) half days will be the last student day before Thanksgiving, winter break, and the last student day. Any day of school canceled for any reason will be made up as a full day of school unless the day lost is on one of the three (3) half-days stated above. When one of these half-days is lost the District will reschedule a half-day before a holiday or school break as a makeup day. Employees shall have scheduled, at a reasonable time, a continuous thirty (30) minute duty-free lunch period, not adjacent to any student lunch without a transition period.

Employees are required to be at their assigned teaching station at the beginning of the teacher day, prior to the start of the regularly scheduled student day and after the end of the regularly scheduled student day until the end of the teacher day for the benefit of pupils and patrons. If training is proposed for this time, the decision will be jointly made by the principal and the NMEA Building Rep(s). "Teaching station" shall be defined as the campus on which the employee is assigned. A part-time employee shall be required to be present at their teaching station only during the time immediately before or after the employee teaching time. A part-time employee who works during the mid-portion of a day is required to be available for 30 minutes either before or after their teaching time.

The District will not require elementary teachers to regularly supervise students in their classroom prior to the published start time of the student day. This shall not prohibit staff members from supervising clubs or participating in cafeteria supervision. This time will be no earlier than 25 minutes after the beginning of the contracted day.


Both parties to this Agreement recognize that an employee's workday must be flexible, and both parties will make a reasonable effort to allow for this. Attendance at Open House and Graduation are expected for appropriate staff.

The parties recognize that the professional work of an educator goes beyond the employee workday. The employee's base contract is intended to include core duties related to the employee's teaching position including not only the instruction of students, but also the following professional obligations:

- i. Prepare workspace for instruction or support of instruction prior to the opening and at the conclusion of the school year;
- ii. Complete mandatory (state and District) student assessments training;
- iii. A reasonable number of outside of the school day events as determined by building leadership team;
- iv. Prepare appropriate progress and grade reports as scheduled and to participate in individual student-focused meetings such as 504, RTI and IEP meetings which may extend beyond the normal workday. Additionally, the following are fundamental for an

employee to be successful under the established performance standards. The amount and timing of these activities is a matter of the employee's professional judgement.

- i. Self-reflection, goal setting, gathering evidence for evaluation and related professional growth activities, such as attending workshops, classes, conferences or seminars or participating in research projects;
- ii. Development of a building site-plan or other building activities or voluntary committees;
- iii. Researching instructional practices, educational materials and supplies; iv. Improving and maintaining professional skills;
- v. Planning with other staff in the areas of instruction, curriculum and assessment;
- vi. Working with technology as related to educational uses, and
- vii. Attending building/District connected meetings (i.e. PTA/PTO, IMC)

For the Association  DATE 8/8/25

For the District  DATE 8/8/25

Article III SECTION B – COLLABORATION/EARLY RELEASE MOU (to be rolled into the contract starting 25-26)

Collaboration Time is a consistent block of time in which teachers can work collaboratively on curriculum, instruction, assessment, professional development and other appropriate professional responsibilities.

The school year calendar will include days with a ninety (90) minute student early release. In order to eliminate the loss of instructional time, the association agrees to restructure work schedules provided the length of the contract day not be lengthened beyond seven and one-half hours.

The Association and the District will jointly determine the scheduling of these days prior to the start of the school year or as otherwise mutually agreed in a BILT and communicated to the Association President. Communication of any changes will be through the BILT or, in the case of James A. Taylor and Theler, through the Supervisor. The early release time shall be dedicated to such programs or activities as specified herein. Fifteen (15) of these days will be scheduled by the District or BILT for the purpose of professional development regarding District or building commitments. The remaining days will be used for collaboration among grade level or content area PLCs. If an employee does not have a building level PLC or grade level grouping, individuals may work independently to support their district PLC goal. The specific work of the PLCs shall be focused on the following inquiries:


1. What do we want all students to know and be able to do? This may include an inquiry such as how do our priority standards align with our current instruction?
2. How will we know if they learn it? This may include an inquiry such as to whether are the assessment tools we are utilizing giving us data that supports our observations of students' daily work?
3. How will we respond when some students do not learn? This may include an inquiry such as what UDL supports and interventions are we utilizing consistently, and are they increasing student achievement; or do we need to adjust our supports and interventions?
4. How will we extend the learning for students who are already proficient? This may include an inquiry such as how can we increase student engagement by leveraging their interests to connect with content?

PLCs are not required to create a written agenda or minutes but are encouraged to document and share their work in a manner that assists team members in making progress. PLCs may be required to create a product or report that is necessary to implement the commitments within the building blueprint.

The composition of a building instructional leadership team(s) as defined at each building shall be jointly determined between NMEA Building Rep(s) and the Building Principal as stated in Article II, RIGHTS AND RESPONSIBILITIES, Section N.

James Taylor High School and the Preschool program are scheduled differently from the regular general education length of workday. To provide flexibility when scheduling these programs, the staff will work with their program administrators to schedule weekly collaboration. A schedule of their weekly collaboration times will be shared with the Association as part of the information Article II section N Instructional Leadership determinations.

In the event Collaboration Time is not implemented as described above, an informal meeting shall be held between the site administrator and NMEA Representative(s). If resolution is not reached at that level, the informal process will continue with a meeting between NMEA Building Rep(s), NMEA President, site administrator and the Superintendent or designee. If informal processes do not result in resolution, the dispute may move to a formal grievance process.

For the Association  DATE 8/8/25

For the District Kristin Michael DATE 8/8/25


## ARTICLE III SECTION C Preparation Time MOU (to be rolled into contract beginning 25-26)

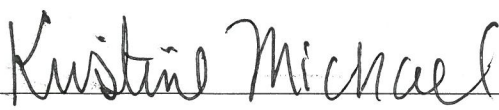
The District will maintain the minimum amount of guaranteed planning time during the student day of sixty (60) minutes each regular workday, exclusive of alternate student schedules, i.e. Collaboration Time and other early-release days, where teacher planning time will be adjusted proportionately. Elementary employees will have duty-free recess free. Planning time for certificated staff who work less than 1.0 FTE shall be prorated based upon the employee's FTE.

Non-classroom certificated employees shall have an equivalent amount of daily planning time within their workday although the scheduling of such will be at the discretion of the employee. However, counselors and special education staff will have planning time represented on the master schedule. Non-classroom certificated employees may be reimbursed for lost planning time if the employee cannot reschedule the time within the rest of the week or the following week. The planning period buyback form will be available on the District's website for staff access. Employees will give forms to office coordinator for administrator signature and submission.

Each building will have available up to 300 minutes of time each year for professional development or faculty meetings. Such time will be outside the employee workday and will be scheduled at each building by its Building Instructional Leadership Team using mutually developed agendas. As part of its agenda development, BILT will evaluate the time associated with each agenda item and will communicate the draft agenda at least 2 days prior to the meeting. Additional items may be added by the building administrator based on the needs of the building provided that the agenda does not exceed the allotted meeting time

Class coverage: Each building leadership team will determine the protocol for assigning building staff to cover classrooms when no substitute is available and when no employee volunteers to cover for a class. This protocol shall be established at the team's first meeting of the school year and shared with the NMEA building representatives. Teachers who cover another class will be compensated at the curriculum rate.

For the Association  DATE 8/8/25

For the District  DATE 8/8/25

## **MEMORANDUM OF UNDERSTANDING**

### **BETWEEN**

**North Mason School District and Mason County Juvenile Court Services**

**For the School Year 2025-2026**

### **PURPOSE**

Through a collaboration of efforts the Mason County Juvenile Court Services and North Mason School District agree to use a coordinated and cooperative approach to create and operate a community engagement board as an intervention to identify barriers to student attendance and to promote positive solutions to those barriers.

The MOU between North Mason School District and Mason County Juvenile Court Services has been developed for the following purposes:

1. Establish appropriate communication and understanding between the parties.
2. Define the roles of the each of the parties.

### **COMMITMENTS**


**The North Mason School District agrees to:**

1. Partner with Juvenile Court Services to maintain Community Engagement Boards.
2. Establish consistent district wide policies and procedures for attendance and truancy petitions including utilizing data to determine appropriate interventions.
3. File necessary documentation for the Petition Regarding Truancy and make recommendations to the Mason County Prosecutor's Office about when to lift the Order for Stay of Proceedings and whether to dismiss or refer cases back to court.
4. Administer the WARNS or other appropriate assessment to students prior to filing the truancy petition.
5. Schedule and host the Community Engagement Board.
6. Designate a school representative who will attend the Community Engagement Board meetings, provide mutually agreed upon packets of information for board members and bring relevant family supports.
7. Monitor student and family compliance with the Engagement Board Agreement.
8. Recruit, screen and train all community volunteers serving on the Community Engagement Board.
9. Participate independently or jointly with court staff to enhance the Community Engagement Board partnership.

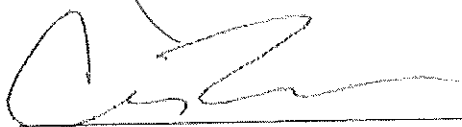
10. Collaborate with Juvenile Court Services as needed to coordinate interventions for truant and chronically absent students.

**The Juvenile Court Services agree to:**

1. Partner with North Mason School District to maintain a Community Engagement Board.
2. Process engagement board paperwork including copying, collecting and filing of the Engagement Board Agreement with the Court.
3. Assist with recruiting, screening and training all community volunteers serving on the Community Engagement Board.
4. Assist in scheduling and facilitating the Community Engagement Board.
5. Provide information to the Community Engagement Board as needed.
6. Participate independently or jointly with school staff to enhance the Community Engagement Board partnership.
7. Collaborate with North Mason School District as needed to coordinate interventions for truant and chronically absent students.

  
Mike Dunn  
\_\_\_\_\_  
Juvenile Court Administrator or Designee

9.2.25  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
North Mason School District Superintendent or Designee

9-23-2025  
\_\_\_\_\_  
Date

**2025-2027**

**COLLECTIVE BARGAINING  
AGREEMENT BETWEEN**

**NORTH MASON SCHOOL DISTRICT NO. 403  
AND  
NORTH MASON  
EDUCATION ASSOCIATION**

North Mason School District  
71 E Campus Drive  
Belfair, WA 98528  
Dr. Kristine Michael, Superintendent

2025-2027

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## **PREAMBLE**

This agreement is by and between the Board of Directors of the North Mason School District NO. 403 hereinafter called the "Employer" and the North Mason Education Association, an affiliate of the Washington Education Association (WEA) and the National Education Association (NEA), hereinafter called the "Association".

The term "Employer" used hereinafter shall mean the Board of Directors or its lawfully delegated representative(s).

## **PHILOSOPHY**

The members of the North Mason Education Association and the North Mason School District agree to create and sustain a spirit of cooperation to benefit the students we serve. We recognize that all North Mason School District employees have a responsibility to teach our students the skills necessary to be contributing citizens. We intend to establish and maintain a vibrant and successful learning community which promotes a professional, collaborative environment for all students and staff.

## **MISSION**

The purpose of the North Mason School District, together with our community, is to educate, empower, inspire and prepare all students.

## **ARTICLE I – ADMINISTRATION**

### **SECTION A - EXCLUSIVE RECOGNITION**

Pursuant to RCW 41.59, the Employer hereby recognizes the Association as the sole and exclusive bargaining representative for all full-time and part-time non-supervisory certificated employees under contract or on leave employed by the Employer. Such representation shall exclude as supervisory personnel the superintendent, business manager, principals, assistant principals, other administrative personnel and in addition casual substitute employees shall be excluded from the bargaining unit.

Substitutes who have worked thirty (30) or more days during the current or preceding school year and who continue to be available for employment are regular part-time employees and are to be included in the bargaining unit, and further provided that those substitute employees who replace or are replacing an employee for twenty (20) or more consecutive days are also regular part-time employees and are to be included in the bargaining unit.

Wages set forth in this Agreement are the sole provision of this Agreement applicable to bargaining unit part-time substitute employees working thirty (30) days or more. Bargaining unit employees who work twenty (20) consecutive days or more in the same assignment will be appropriately placed on the salary schedule retroactive to the employee's first day of duty. Additionally, the following sections of this agreement apply to such part-time substitute employees: Article II, Section D, E, F, G, H, I, J; Article III, Article IV, except Sections C through Section K.

The term "Employee" or "Educational Employee" shall mean any certificated employee when used hereinafter in this Agreement and shall refer to all employees represented by the Association in the bargaining unit as defined above.

### **SECTION B - CONTRACT COMPLIANCE**

All individual employee contracts shall be subject to and consistent with Washington State Law and the terms and conditions of this Agreement.

Any individual employee contract hereinafter executed shall expressly provide that it is subject to the terms of this Agreement between the Employer and the Association.

If any individual employee contract contains any language inconsistent with this Agreement, this Agreement during its

duration shall be controlling.

### **SECTION C - CONFORMITY TO LAW**

This Agreement shall be governed and construed according to the Constitution and laws of the State of Washington, and the Constitution and laws of the Federal Government of the United States of America. If any provision or section of this Agreement or any application of the Agreement to any employee or groups of employees covered hereby shall be found contrary to law, such provision or application shall have effect only to the extent permitted by law, but all other provisions or applications of this Agreement shall continue in full force and effect and the Employer and the Association shall enter into immediate negotiations for the purpose of arriving at a mutually satisfactory replacement of the specific section(s) or provision(s). Any provision or section of this Agreement which is contrary to law but becomes legal during the life of the Agreement, shall take immediate effect upon the enactment of such legislation.

### **SECTION D - DISTRIBUTION OF AGREEMENT**

Following the NMEA ratification and North Mason School Board ratification, both parties will send one representative from their bargaining team to meet and revise the master contract file together. Within forty-five (45) working days following the ratification and signing of this Agreement, the Employer will post on the district website a searchable copy of this Agreement. Association members may use district equipment to make copies as needed.

### **SECTION E - CONTRACT ADMINISTRATION**

Association representatives who are employees of the District shall have the right to meet with the superintendent at least once a month during the work year to review and discuss current school problems and practices and the administration of this Agreement. Representatives from the North Mason Education Association and the North Mason School District will meet on a regular basis for the purpose of discussing issues and concerns.

## **ARTICLE II - RIGHTS AND RESPONSIBILITIES**

### **SECTION A - MANAGEMENT RIGHTS**

The rights, powers, authority and functions of management shall remain exclusively vested in the Employer and its Board of Directors, except as specifically and expressly limited by the provisions of this Agreement.

All matters not specifically and expressly covered or treated by the language of this Agreement will be administered by the Employer as from time to time it may determine.

### **SECTION B - ASSOCIATION RIGHTS**

The Association and its representatives may use District buildings for meetings and to transact Association business during nonworking hours. The Association representatives shall check with the building administrator to assure there is no conflict because of a previously scheduled meeting. For the purpose of this section nonworking hours shall include duty-free lunch time.

The Association shall have the right to post notices of activities and matters of Association's concern on a bulletin board to be provided in each faculty lounge of each building in the District.

The Association shall have the right to use employee mail boxes for the dissemination of announcements and information to the employees of the District.

The Employer will furnish to the Association, upon written request, information including annual financial reports and audits, a register of bargaining unit employees, tentative budgeting requirements and allocations, agendas and minutes of all board meetings and a directory of employees and that the Employer shall furnish to the Association information deemed necessary for the purpose of bargaining and/or grievance representation.

Employees who participate in negotiations and grievance proceedings including arbitration and who meet with the superintendent pursuant to Article I, Section E - Contract Administration during working hours will suffer no loss in pay and/or fringe benefits and shall not be harassed or discriminated against because of their participation in said proceedings

The Association shall have the right to use District facilities and office equipment.

### **SECTION C - PERSONNEL FILES**

Employees or former employees shall, upon request, have the right to inspect all contents of their complete personnel file kept within the District as well as employment reference transmitted by the Employer in the presence of an administrator or designee. Upon request, a copy of any documents contained therein shall be afforded the employee.

No secret, duplicate, alternate or other personnel file shall be kept anywhere in the District except by mutual agreement or as required by law. As Part of Section C building principals may maintain working files as necessary to evaluate employees and administer this Agreement. The primary purpose of a working file is to keep information about evaluation or other documentation concerning employee job performance and conduct. Working files will be held no longer than two school years. Employees shall, upon request, have the right to inspect all contents of their working file and upon request, a copy of any documents contained therein shall be afforded the employee.

Anyone, at the employee's request, may be present at review of the personnel, supervisor working file or grievance file.

Any derogatory material not shown to an employee within ten (10) working days after receipt or composition shall not be placed in the personnel file or allowed as evidence in any grievance or in any disciplinary action against such employee

unless it is the subject of or developed in the course of a District investigation, in which case the District must make it available for inspection by the employee, upon request, within ten (10) working days following the completion of that investigation. For the purpose of this section, working days shall refer to student days.

No evaluation, correspondence, or other material making any reference to an employee's or former employee's competence, character, or manner, shall be kept or placed in the personnel file without the employee's knowledge and exclusive right to attach his/her own written comments.

The employee shall acknowledge that he/she has read such material by affixing his/her signature and the date on the actual copy to be filed with the understanding that such signature merely signifies that he/she has read the material to be filed. Such signature does not necessarily indicate agreement with its contents. In the event the employee refuses to sign such an acknowledgment the employer may insert a statement in the employee's file describing the circumstances, and such statement when signed by the superintendent shall satisfy the requirements for employee acknowledgment.

Any derogatory statements from nonprofessional sources will only be placed in the personnel file after a thorough investigation has been made by the employee's supervisor. If the facts of the statement cannot be substantiated, then the material will not be included in the file. If the supervisor determines facts are substantiated, then an account of his/her investigation and findings will be included with the statement.

Any derogatory material, including letters of discipline, shall be removed from the employee's personnel file, if requested in writing, after three (3) calendar years from the incident, provided that no similar incident is recorded during the three (3) year period and provided further that the incident does not involve sexual harassment, child abuse or unlawful discrimination. If two or more similar incidents occur during a three (3) year period, such derogatory material shall remain in the personnel file until the employee terminates employment.

#### **SECTION D - NON-DISCRIMINATION**

Employees within the bargaining unit shall be entitled to the full rights of citizenship and the exercise thereof, which shall include rights afforded by the rules, regulations and statutes of the United States and the State of Washington.

There shall be no discipline or unlawful discrimination with respect to the employment of any employee because of such employee's race, creed, religion, color, national origin, sex, disability, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability, political activity, or lack thereof, membership or organizational activities in any employee organization.

The Association shall admit persons to membership without discrimination on the basis of age, race, creed, color, national origin, sex, marital status, family domicile, political activity, or lack thereof.

#### **SECTION E - RIGHTS OF EMPLOYEES IN BARGAINING UNIT**

Pursuant to RCW 41.59 the Employer hereby agrees that every employee shall have the right to freely organize, join and support the Association.

#### **SECTION F - STAFF PROTECTION**

Liability Insurance - The Employer provides liability insurance and agrees to maintain the present level of coverage for the duration of this Agreement.

Personal Property Insurance - The Employer, in accordance with **RCW 28A.400.370**, provides personal property insurance and agrees to maintain the present level of coverage for the duration of this Agreement.

Time-Loss Compensation - The Employer facilitates application for workmen's compensation for on-the-job injuries.

Safeguarding Personal Safety - An employee who is physically or verbally threatened by a person or group while

carrying out the employee's assigned duties shall immediately notify his/her immediate supervisor. The supervisor shall notify the superintendent and, if necessary, the local law enforcement. Immediate steps shall be taken, in cooperation with the employee, for the employee's safety.

#### **SECTION G – RIGHT TO DUE PROCESS**

No employee shall be disciplined without just cause (Appendix E). Just cause may include, but shall not be limited to the following:

The specific grounds forming the basis for the disciplinary action will be made available to the employee and the Association in writing. For the purpose of this provision, discipline does not include verbal warning(s).

Any disciplinary action taken against an employee shall be appropriate to the behavior which precipitates the action.

An employee shall be entitled to have a representative of the Association present during any district scheduled disciplinary action. When a request for such representation is made, no action shall be taken with respect to the employee until such representative of the Association is present provided that the Association shall make a representative available at reasonable times and provided further, that in the event of an emergency situation when the normally designated Association representative is not available, the District may request a representative from the Association approved list for the purpose of holding any required meeting.

It is agreed that all disciplinary matters pursuant to this section shall be subject to the Grievance Procedure contained in this Agreement, except that, all discharge, probationary proceedings, and non-renewals of employees shall be subject to appropriate statutes.

All parties to this agreement will hold matters of discipline in confidence. If during an investigation of a staff member, additional information about conduct arises that elicits further investigation, the District will notify the Association that the investigation will be expanded, and additional time will be needed for completion.

#### **SECTION H - SAFE WORKING CONDITIONS**

The Employer agrees to provide safe and non-hazardous working conditions within the District's facilities and will comply with all applicable laws and regulations pertaining to employment facilities. Should an employee become aware of an unsafe or hazardous condition, the employee should notify their supervisor, the building administrator or designee immediately. The employee may also refer the concern to their building representative on the District Safety Committee.

Each building shall have a comprehensive emergency plan that covers the needs of staff and students, including the unique needs of special education/medically fragile students assigned to that building. Each building will be required to annually review this plan and determine how staff will be informed of this information. This plan should include how an administrator can be reached during the school day and student activities.

The District will review with its administrators the need to support staff in dealing with difficult or threatening parents or community members. Administrators shall share the expectations with their building about civility and the administrator's role in maintenance of those expectations.

#### **SECTION I - PERSONAL FREEDOM**

The private and personal life of any employee is not within the appropriate concern or attention of the Employer unless it affects the effectiveness of the employee's performance.

#### **SECTION J - ACADEMIC FREEDOM**

Academic freedom within the scope of those areas reasonably relevant to the subject matter of the course being taught shall be guaranteed to all employees. Academic freedom includes studying, investigating, presenting or interpreting of facts, information and ideas.

This responsibility includes a commitment to democratic tradition; a concern for the welfare, growth and, development of children, and an insistence upon objective scholarship; and limiting the scope of the classroom activity to those areas reasonably relevant to the subject matter of the course being taught.

Employees may use their professional judgment in support of the adopted standards and in accordance with Board Policy 2020 and Procedure 2020P, in order to assist all students in reaching state and district curricular standards.

No electronic device, excluding tools used in the process of assessment of students, shall be installed in any classroom or brought in on a temporary basis by means of which a person shall be able to listen or record the procedures in any class without the knowledge and consent of the employee(s) and employer. Staff may use electronic devices but must follow all Board policies concerning student release procedures.

## **SECTION K - REDUCTION-IN-FORCE**

### Purpose

This section shall only be used when the District determines it is necessary to reduce the number of certificated employees for economic or other reasons. The intent of the procedures in this Section is to minimize the number of employees who receive reduction-in-force notices and to retain qualified employees.

### Maintain Programs

Where revenues are available from government agencies, foundations, etc. and depend on actual expenditures rather than budgeted amounts, efforts will be made where practical to maintain these programs to the limit of available funds (e.g., federally supported programs, career and technical education [CTE], special education, aid to the disabled, etc.).

### Exclusions

These procedures shall not apply to the nonrenewal of any employee hired under the provisions of RCW 28A.405.900 (retire/rehire or leave replacement) or provisional employees. A position will not be considered new or vacant unless no person on the recall list qualifies for such position.

### RIF Seniority List

Seniority shall be defined consistent with the years of service recognized on the current year's S-275 report to OSPI, Article II, Section O. The District will provide NMEA with a Subject Area Verification List by March 15<sup>th</sup>. In the event of ties, the following criteria will be used in the order listed:

1. most years of certificated experience in the North Mason School District as measured by rules applicable to S-275 state reporting;
2. the greatest number of quarter credits toward horizontal advancement on the District Salary Schedule as established by October 1<sup>st</sup> of the current school year;
3. if ties remain, the preference shall be determined by a flip of coin.

### Overview

To implement a reduction-in-force, the District shall take the following steps:

1. Notify the Association with a written notice of the intention to implement a RIF;
2. Meet with Association Leadership Team;
3. Determine the number of vacant positions;
4. Identify the position(s) & program(s) to be reduced by Board resolution with written notice to the Association;
5. Select employees to be notified of probable reduction-in-force;
6. Issue statutory notices of nonrenewal, and;
7. Fill vacancies through an employment pool.

Each of these steps is described in greater detail in the paragraphs below.

Meeting with the Association Leadership Team

Prior to making a recommendation to the Board of Directors, the District and Association Leadership Team shall meet for the purpose of discussing any proposed reduction-in-force and implementation of this Article II, Section K. Unless mutually agreed upon, the District shall meet at least 5 working days in advance of a board meeting in which the Board adopts a reduced educational program. The District shall provide public information requested by the association President or designee regarding the funds available for the implementation of the educational program, the course and curriculum needs of students and the positions needed to operate the educational program. The District shall consider input (oral or written) by the Association President or designee after the Association has had the opportunity to review the material requested.

Determination of Vacant Positions

The District shall determine, as accurately as possible, the total number of certificated staff known as of April 1<sup>st</sup> leaving the District for reasons of retirement, family transfer, normal resignation, leaves, discharge, or non-renewal, etc., and these vacancies shall be taken into consideration in determining the number of available certificated positions for the following year.

Identify Reduced Program

- A. Board Resolution: The Board shall adopt a resolution identifying the reasons for reducing the educational program and identifying the positions (category and FTE) to be eliminated.
- B. Retention Categories: The District shall determine the positions to be retained and the certification/endorsement requirements for such positions. Such certification/endorsement requirements shall form the basis for the establishment of district-wide retention categories:
  - 1. Elementary P-5 classroom teachers (including Title, LAP and Special Education teachers) or current grade level configuration;
  - 2. Elementary subject-area specialists, currently music, physical education, and library;
  - 3. Secondary subject-area teachers (such as but not limited to, science, math, music and library);
  - 4. Education staff associates (such as counselor, nurse, school psychologist or others with ESA certification);
  - 5. Other categories as agreed to by District and Association Leadership Team.

Select Employees

- A. Selection Process: The District shall implement the Board's reduced educational program by identifying the least senior employee(s) currently assigned to the category or categories in which positions are being eliminated up to the amount of FTE being reduced in that category. These employees shall be considered "displaced employees." Beginning with the most senior displaced employee, the District shall reassign the displaced employee to replace the least senior employee in any other category for which the displaced employee qualifies (see B below). The less senior employee who is now displaced also shall be reassigned in a similar manner if possible. If there is no less senior employee for a displaced employee to replace, the employee shall be identified for reduction-in-force.
- B. Category Qualification: Employees who are displaced under A above shall qualify for any retention category for which the employee:
  - 1. Has a valid WA State Certificate, and
  - 2. Has either successfully taught the subject during the current or previous five (5) years, excluding substitute experience, or

3. Has the appropriate endorsement.

4. For teachers with unendorsed certificates, who are not employees of the North Mason School District, Items 1 and 2 of this section will be applied, along with successful experience teaching the subject matter for retention for a minimum of five (5) years during the course of their career, or have taught the subject within the current or previous ten (10) years.
5. For current employees, as of August 1, 2011, who hold unendorsed certificates, only items 1 and 2 of this section apply. Employees who fall within this grandfather clause will be placed into a position based upon successful experience and area of preparation.

If a dispute over the issue of professional development arises, it will be reviewed by the Superintendent or designee and the Association President or designee.

- C. Support: Any employee displaced by the process in paragraph A above or recalled under Employment Pool provisions who is assigned to teach or serve in an area outside his or her endorsement shall not be non-renewed based on teaching performance in that area as per WAC 181.82.110, and the out-of-endorsement assignment shall be noted on the annual evaluation. The District shall provide support for successful teaching in this out-of-endorsement assignment within available financial resources.

#### Issue Notices

The Superintendent shall, in accordance with timelines and procedures set forth in statute, issue notices of probable cause for nonrenewal to the employees identified for reduction-in-force in paragraphs A., B., & C. above. Such employees may appeal in accordance with procedures in state statute.

#### Employment Pool

Employees laid off by these procedures shall be placed in an employment pool for possible re-employment during the following 2 school years, or until accepting a District position of the same or greater FTE than previously held.

- A. Offering positions: When a vacancy occurs for which a person(s) in the employment pool qualifies, the District shall attempt to notify the individual for a period of 3 days. If contact is not made, the District may move to the next person on the list. Such individual shall have up to 2 business days from the receipt of the initial contact to accept or decline the position. If more than one employee in the employment pool qualifies for the available position, it shall be offered to the most senior of those qualified. If an employee refuses a position of equivalent FTE to that previously held that employee may be removed from the Employment Pool.
- B. Part-time positions: Employees who were previously assigned to full-time teaching positions shall be recalled to full-time teaching positions, provided that such employees shall have the option of accepting or rejecting any part-time teaching position that may exist without losing the right to be recalled to any full-time position which may become available in accordance with paragraph A above (employee may reject part-time positions without being dropped from the pool). Employees who were previously assigned to part-time teaching positions shall have the right to be recalled to any position up to their previous FTE. No part-time employee has a right to be recalled to any position with FTE greater than the position held at the time of reduction-in-force.
- C. Employee updates: It shall be the responsibility of each certificated employee placed in the employment pool to keep the District Office updated on any changes in the employee's contact information. Such employees also must notify the Superintendent in writing by March 1<sup>st</sup> if said employee wishes to remain in the employment pool for an additional school year. If notification is not received, the name of any such certificated employee shall be dropped from the employment pool.

- D. Substituting while laid off: The District will provide a list of employees in the recall employment pool to NMEA. The District will attempt to identify these individuals in the substitute calling system. When emergency coverage is needed, and substitute calling system is not used, RIF teachers will be given first notification opportunities.

## **SECTION L – ASSIGNMENT, TRANSFER AND VACANCIES**

Employees shall be assigned in accordance with the regulations of the State Board of Education and this Agreement. Employees shall be notified in writing as soon as practicable, and except in emergencies, not later than August 1, of their assignments for the following year. For purposes of this agreement, a transfer is defined as movement from one building to another building, a reassignment occurs within a building and a vacancy is an open position. The district may establish a new position owing to enrollment growth or creation of a new program.

For employees desiring transfers to a new or vacant position, or reassignment the following will apply:

Complete by April 1 or within the posting period, a written request for transfer or reassignment to be placed on file with the Employer. This request will remain in active consideration until April 1 of the following year unless the employee revokes it in writing.

Qualified employees will be considered for specific positions and will be offered an interview for all positions for which they qualify.

Where possible, all requests for transfer to a new or vacant position, or reassignment, will be granted or rejected at the end of the school year. Notification of non-acceptance will be made in writing. The reasons for the non-acceptance will be provided if the employee so requests in writing.

Written Notice of Intent to Retire will be submitted to the District by April 1<sup>st</sup>.

### Posting Procedures

All vacancies and new positions occurring during the school year shall be reported to the Association and posted in each building at the earliest possible time. A minimum of seven (7) calendar days after posting shall be allowed before the position is filled.

At the earliest possible time, all known vacancies for the following year will be posted. This listing will be updated on or before the first and fifteenth of each month thereafter.

Any posted vacancy or position will clearly set forth qualifications for the position and procedures for applying.

### Involuntary Transfer and Reassignment

All employees will be subject to involuntary transfer or reassignment, provided such transfer is to a comparable position and assignment. An employee involuntarily transferred or reassigned shall be provided with written reason(s) for such transfer or reassignment.

Such written reasons may address but are not limited to the following as appropriate:

- A. employee certification
- B. employee endorsement(s)
- C. district program needs

An employee involuntarily transferred may meet with the superintendent or designee to review the reasons for the employee's involuntary transfer.

Should a position come open in the involuntarily transferred employee's former building, an application shall be automatically considered. If not selected, such employee may request a written summary of the reasons for not

being selected. Such employee has the right of review as outlined above.

If the district requires an employee to move from one building to another, he/she will be paid for two days at per diem.

### **SECTION M – CLASS SIZE**

The parties acknowledge the importance of class size and caseload issues, including state funding and the impact of inclusion models and as such, individual employees are encouraged to review any concerns at the appropriate building/department level. Teachers with classes that exceed the greatest number below shall be eligible for overload relief.

1. The District will make one of its high priorities the reduction of the District student/teacher ratio.

In keeping with this priority, the District recognizes that overload relief begins when class sizes exceed the numbers below:

Level	Class Size
K-3	18
4-5	25
6-8 (including art and yearbook)	28 or 140 per day
Elementary Specialists	Same as grade level class size average
9-12 (including art, yearbook, health and CTE)	30 or 118 per day
Secondary PE	40 or 200 per day
Secondary Music	50 or 250 per day
ALE	26

2. Special Education eligibility for overload relief is as follows,
  - a. Resource Room: 28 student caseload at secondary and 26 at elementary; or 14 students per class
  - b. Life-Skills/High School Transitions/Pathways: 14 student caseload
  - c. Special Ed Preschool: 20 student caseload
  - d. SLP/OT/PT: 48 student service load
  - e. Psychologist: 750: 1 per 1.0 FTE, Secondary 125: 1 per 1.0 FTE

### **Caseload:**

For special education teachers, caseload is defined as the number of IEPs managed by the teacher.

For SLP/OT/PT, service load shall be defined as the number of students to whom the employee provides services.

For additional resources at any other time during the school year, school teams (special education teacher, principal, and program specialist as a minimum) in collaboration can jointly determine and request additional resources, such as professional development, to support staff.

3. If the following programs are included in the District's educational program, the following caseload ranges for Specialist would be preferred:

### **Counselor**

Elementary	1.0 FTE per 500 students
Middle School	1.0 FTE per 350 students
High School	1.0 FTE per 350 students

## Librarian

Elementary	1.0 FTE per 400 students
Secondary	.5 FTE per 600 students

4. Elementary teachers who are assigned to teach combination classes will receive One (1) day per trimester release time to work on planning.
5. One week prior to the start of school, the superintendent or designee will meet with representatives from NMEA to review enrollment and projected class sizes for the upcoming year. Within three instructional days after the start of the school year, the superintendent or designee will meet with representatives from NMEA to review enrollment and class sizes based on actual attendance.
6. Bargaining unit members seeking relief for a class size or caseload issue will work with their immediate supervisor for resolution.
7. Overload relief will begin one calendar week after September count day providing the district office a period to balance class sizes. For high school the overload relief will begin one calendar week after September count day and also 10 days after the second and third trimesters providing the district office a period to balance class sizes.
8. A teacher eligible for overload relief shall be entitled to one of the following options per month:
 

Elementary Teachers	\$6 per student per day
Elementary Specialists	\$1 per student per day
Secondary Teachers	\$3 per student per period day
Special Education Teacher	\$3 per student per day over caseload or resource room class size
OT/PT/SLP	\$3 per student per day over students served
9. Calculation of eligibility for overload payments will be collected from roster and special education service delivery data based on one point in time per month.
  - a. The first point in time will be five (5) school days after the September count date.
  - b. For secondary schools, two of the days will be ten (10) school days after the start of Winter and Spring trimesters.
  - c. Remaining points in time will be on the first student day of each month.
10. An appeal beyond this level will be to the Superintendent, association president, and the immediate supervisor. The Superintendent shall make the final determination of the remedy as soon as possible.
11. In the event of loss of revenue from either a double levy failure or reduction in state funds, the use of class overload relief options may be suspended.
12. The District may reopen the class size numbers above in the event the State reduces levy equalization, reduction in the funded basic ed teacher allocation ratios funding level, or double levy failure.

## **SECTION N - INSTRUCTIONAL LEADERSHIP TEAM (BILT)**

The composition of an instructional leadership team as defined at each building shall be jointly determined between NMEA Building Rep(s) and the Building Principal. The agreement shall be submitted to the Superintendent and NMEA President for approval.

This agreement shall include the following:

- Team membership, including composition and selection
- Team functions and responsibilities
- Team decision-making guidelines
- Team meeting schedule/frequency

Nothing in the above paragraph will limit the building administrators' ability to form other committees and task forces to provide guidance on topics other than those related to the use of Collaboration Time.

## **SECTION O - VERIFICATION LIST**

Prior to January 16<sup>th</sup> each school year, the District shall publish a list which identifies employee seniority and certificate/endorsements as identified in Article II, Section K. The notice may be published in written or electronic format (e.g., e-mail). Employees shall have until the close of business ten school days after the notice is published to file an appeal with the District requesting a correction in seniority or certificate/endorsements for which the employee qualifies. The appeal shall be in writing or electronic format and include a full statement of all facts relevant to a change or modification in an employee's certificate/endorsements or seniority. Employees who fail to file an appeal within the timelines shall not be entitled to later contest the seniority or certificate/endorsements. After considering any appeals, the District shall publish a final notice with any corrections to seniority or certificate/endorsements.

### **ARTICLE III - EMPLOYEE RESPONSIBILITIES**

#### **SECTION A - LENGTH OF WORKDAY**

The normal total length of the workday shall be 7 hours 30 minutes which shall include all conference time, class time, and lunch periods.

Three (3) half days will be the last student day before Thanksgiving, winter break, and the last student day. Any day of school canceled for any reason will be made up as a full day of school unless the day lost is on one of the three (3) half-days stated above. When one of these half-days is lost the District will reschedule a half-day before a holiday or school break as a makeup day. Employees shall have scheduled at a reasonable time a continuous thirty (30) minute duty free lunch period, not adjacent to any student lunch without a transition period.

Employees are required to be at their assigned teaching station at the beginning of the teacher day, prior to the start of the regularly scheduled student day and after the end of the regularly scheduled student day until the end of the teacher day for the benefit of pupils and patrons. If training is proposed for this time, the decision will be jointly made by the principal and the NMEA Building Rep(s). "Teaching station" shall be defined as the campus on which the employee is assigned. A part-time employee shall be required to be present at the employee's teaching station only during the time immediately before or after the employee's teaching time. A part-time employee who works during the mid-portion of a day is required to be available for 30 minutes either before or after their teaching time.

The District will not require elementary teachers to regularly supervise students in their classroom prior to the published start time of the student day. This shall not prohibit staff members from supervising clubs or participating in cafeteria supervision. This time will be no earlier than 25 minutes after the beginning of the contracted day.

Both parties to this Agreement recognize that an employee's workday must be flexible, and both parties will make a reasonable effort to allow for this. Attendance at Open House and Graduation are expected for appropriate staff.

The parties recognize that the professional work of an educator goes beyond the employee workday. The employee's base contract is intended to include core duties related to the employee's teaching position including not only the instruction of students, but also the following professional obligations:

- i. Prepare workspace for instruction or support of instruction prior to the opening and at the conclusion of the school year;
- ii. Complete mandatory (state and District) student assessments training;
- iii. A reasonable number of outside of the school day events as determined by building leadership team;
- iv. Prepare appropriate progress and grade reports as scheduled and to participate in individual student-focused meetings such as 504, RTI and IEP meetings which may extend beyond the normal workday.
- v. Self-reflection, goal setting, gathering evidence for evaluation and related professional growth activities, such as attending workshops, classes, conferences or seminars or participating in research projects;
- vi. Development of a building site-plan or other building activities or voluntary committees;
- vii. Researching instructional practices, educational materials and supplies;
- viii. Improving and maintaining professional skills;
- ix. Planning with other staff in the areas of instruction, curriculum and assessment;

- x. Working with technology as related to educational uses, and
- xi. Attending building/District connected meetings (i.e. PTA/PTO, IMC)

### **SECTION B – COLLABORATION/EARLY RELEASE**

Collaboration Time is a consistent block of time in which teachers can work collaboratively on curriculum, instruction, assessment, professional development and other appropriate professional responsibilities.

The school year calendar will include days with a ninety (90) -minute student early release. In order to eliminate the loss of instructional time, the association agrees to restructure work schedules provided the length of the contract day not be lengthened beyond seven and one-half hours.

The Association and the District will jointly determine the scheduling of these days prior to the start of the school year or as otherwise mutually agreed in a BILT and communicated to the Association President. Communication of any changes will be through the BILT or, in the case of James A. Taylor, through the Supervisor. The early release time shall be dedicated to such programs or activities as specified herein. Fifteen (15) of these days will be scheduled by the District for the purpose of professional development regarding District or building commitments. The remaining days will be used for collaboration among grade level or content area PLCs. If an employee does not have a building level PLC or grade level grouping, individuals may work independently to support their district PLC goal. The specific work of the PLCs shall be focused on the following inquiries:

- (a) What do we want all students to know and be able to do? This may include an inquiry such as how do our priority standards align with our current instruction?
- (b) How will we know if they learn it? This may include an inquiry such as to whether the assessment tools we are utilizing are giving use data that supports our observations of student work?
- (c) How will we respond when some students do not learn? This may include an inquiry such as what UDL supports and interventions are we utilizing consistently, and are they increasing student achievement; or do we need to adjust our supports and interventions?
- (d) How will we extend the learning for students who are already proficient? This may include an inquiry such as how can we increase student engagement by leveraging student engagement by leveraging their interests to connect with content?

PLCs are not required to create a written agenda or minutes but are encouraged to document and share their work in a manner that assists team members in making progress. PLCs may be required to create a product or report that is necessary to implement the commitments within the building blueprint.

The composition of a building instructional leadership team(s) as defined at each building shall be jointly determined between NMEA Building Rep(s) and the Building Principal as stated in Article II, RIGHTS AND RESPONSIBILITIES, Section N.

James Taylor High School and the Preschool program are scheduled differently from the regular general education length of workday. To provide flexibility when scheduling these programs, the staff will work with their program administrators to schedule weekly collaboration. A schedule of their weekly collaboration times will be shared with the Association as part of the information Article II section N Instructional Leadership determinations.

In the event Collaboration Time is not implemented as described above, an informal meeting shall be held between the site administrator and NMEA Representative(s). If resolution is not reached at that level, the informal process will continue with a meeting between NMEA Building Rep(s), NMEA President, site administrator and the Superintendent or designee. If informal processes do not result in resolution, the dispute may move to a formal grievance process.

**SECTION C - PREPARATION TIME**

The District will maintain the minimum amount of guaranteed planning time during the student day of sixty (60) minutes each regular work day, exclusive of alternate student schedules, i.e. Collaboration Time and other early-release days, where teacher planning time will be adjusted proportionately. Elementary employees will have duty-free recess free. Planning time for certificated staff who work less than 1.0 FTE shall be prorated based upon the employee's FTE.

Non-classroom certificated employees shall have an equivalent amount of daily planning time within their workday although the scheduling of such will be at the discretion of the employee. However, counselors and special education staff will have planning time represented on the master schedule. Non-classroom certificated employees may be reimbursed for lost planning time if the employee cannot reschedule the time within the rest of the week or the following week. The planning period buyback form will be available on the District's website for staff access. Employees will give forms to office coordinator for administrator signature and submission.

Each building will have available up to 300 minutes of time each year for professional development or faculty meetings. Such time will be outside the employee workday and will be scheduled at each building by its Building Instructional Leadership Team using mutually developed agendas. As part of its agenda development, BILT will evaluate the time associated with each agenda item and will communicate the draft agenda at least 2 days prior to the meeting. Additional items may be added by the building administrator based on the needs of the building, provided that the agenda does not exceed the allotted meeting time.

Class coverage: Each building leadership team will determine the protocol for assigning building staff to cover classrooms when no substitute is available and when no employee volunteers to cover for a class. This protocol shall be established at the team's first meeting of the school year and shared with the NMEA building representatives. Teachers who cover another class will be compensated at the curriculum hourly rate.

**SECTION D - SPECIAL EDUCATION**

- A. If the Evaluation/IEP meeting is scheduled during the school day, the classroom teacher at the elementary level or a designated teacher at the secondary level will be provided class coverage in order to attend the meeting.
- B. When students transfer from one building to another or from one teacher to another, consultation and transfer of records including the most current IEP and evaluation will occur to fully inform the receiving staff of the student's program, progress, strengths, and weaknesses.
- C. When a student who has a health condition which may require health care procedures is placed in any program, classroom staff involved will be informed in writing of any procedures appropriate to the student. If any of the staff responsible for the student's safety believes the procedures cannot be accomplished as outlined, the staff member will notify the principal or other responsible administrator.
- D. When students with disabilities are placed for any portion of the day in the general education classroom, classroom teacher will be notified and provided a copy of the IEP. The classroom teacher who has a student with a disability in their classroom will be provided with a copy of the IEP and shall have time permitted to meet with the case manager to discuss the student's educational needs. This may occur during the classroom teacher's planning time with the agreement of all parties. If the classroom teacher is expected to provide specially designed instruction, accommodations, or modifications, they will have opportunity to meet with the special education staff to discuss strategies for making such changes to their curriculum and instruction within the contractual day.

- E. All special education staff will have time embedded in the workweek, exclusive of their instructional planning time, to perform case management activities, evaluations, compliance requirements, meetings, training, etc. Special education staff will work with their administrator to devise a schedule that allows for this time. This may include the provision of an additional compliance period for the purpose of:

Meeting and conferring with participating paraeducators to maintain IEP compliance.

Recording Data

Planning for IEP meetings

General education check ins

Testing and assessment

Reporting progress

Providing individualized student feedback

Increasing parent communication

Double planning times: a compliance period may not be appropriate for special program needs and may be denied at the Special Education Director's discretion after consulting with the special education teacher. If the teacher, in consultation with the special education director or building administrator, chooses to class-sizes, to implement a second planning compliance period, overload money for the increases to other class periods will not receive overload remuneration. Compliance periods will be subject to the same contractual rights as planning periods. Appeal of a denial of an additional compliance period may be made to the superintendent or designee.

Special Education employees will be invited to join all curriculum adoption committees pertinent to their instructional assignment and will be provided equivalent curriculum resources as their general education peers upon adoption.

Each building MTSS team will have the most relevant special education staff member to assist in identifying student support needs.

The Tier 2/3 MTSS team in a building shall develop a plan for completion of FBAs and development of BIPs for students in an equitable manner for staff. This plan will include a table of supports for staff who are required to engage in direct observation of students. This table will include how to request release time for direct observation or outside support. When the need for a FBA or a BIP for a student arises, the team will include any applicable staff who may be asked to complete any portion of the observational, data compilation, or implementation of plan.

TDM meetings will be scheduled by the Office of Student Services and a calendar of dates will be shared with each building. Meeting invitations will include student name, area of concern and any data required to assist in the determination of qualification for special education services.

The District will provide a clerical employee in order to provide IEP compliance support to special education staff.

## **SECTION E - DEVELOPMENTAL PRESCHOOL AND EARLY CHILDHOOD EDUCATION**

In addition to the other provisions in Section D above, Mary E. Theler Early Learning Center (MET) staff will need to structure their day in ways that support the unique nature of their programming.

There will be opportunity for the MET staff, including paraeducators, to coordinate and connect during weekly elementary collaboration time.

Planning time for Transitional Kindergarten staff will be provided by the specialist team from Belfair Elementary pursuant to the language for Elementary staff in Section C above. DPS classroom teachers will have planning on a single day per week to be taken on Wednesday. DPS will utilize the before school elementary plan time listed in Article III

Section A to complete the embedded duties outlined in Article III Section D.

In reference to Article III Section B Collaboration/Early Release MET staff may choose to meet the requirement for 10 data-driven days through their meetings with ESD staff, or through work with their program director. In addition, MET staff will work with their program director to identify appropriate PLC groupings and work done in PLC may be flexible as needed to work with other programs such as ESD.

As an extension of Belfair Elementary, staff assigned to MET will have regular and consistent access to an administrator. The building administrator will share their calendar with MET staff to schedule meetings and facilitate communication opportunities. Contact information for the assigned administrator(s) will be displayed and distributed in the front office. In addition, building procedures will be provided to MET staff including communication, safety and operational protocols. These protocols will be developed in conjunction with the building administrator and MET staff. These protocols will be completed prior to the student school year and reviewed annually with the MET team.

If a special education service provider is assigned to MET as a member of instructional staff their caseload will be adjusted to reflect the caseload for Special Education Pre-school staff.

MET will maintain a BILT team seat as part of Belfair Elementary but BILT member or building administration may propose alternative scheduling with MET members for building specific items relevant to their worksite, including opportunities for collaboration with classified staff as mentioned above.

Classroom supplies provided to MET staff will be similar to those provided to other elementary staff, or typically available in the workrooms of elementary schools but appropriately sized for students 3-5 years old. Any additional needs will be communicated to the building administrator to either find in-district or purchase.

Additional curriculum resources needed, such as assessments, reading or math supplemental materials, or the like, will be submitted to the director of curriculum and instructional practices for purchase by the appropriate department and following the District policy for purchasing of curriculum and materials. Staff will be notified of the progress of the request and the anticipated receipt date, and any delay of the resources.

## **SECTION F - COUNSELORS**

- A. The District will work to identify and build a substitute pool for counselors so that service provision remains consistent.
- B. On an annual basis, building administration and counselors will meet to create a common understanding of counseling responsibilities and expectations within that building. Such topics may include scheduling of time, coverage for administrator absences, and other relevant discussion topics.
- C. During the creation of secondary master schedules, the counselors and building administrators at all secondary buildings will meet together to review potential schedules for the purpose of identifying strengths and needed revisions to ensure coordination amongst building levels/programs.

## **SECTION G - MULTILINGUAL EDUCATION**

NMEA and the District agree that a robust program for multilingual education is an important part of our work towards more equitable and inclusive practices in our school.

- A. Multilingual education programs shall have defined student learning goals, objectives and measurable levels of student growth in language development.
- B. The District will inform multilingual education staff of assessment dates, Title III requirements, available curricular resources at the start of each school year.

- C. Resources needed to meet the education needs of the language development program will be provided to multilingual education staff which may include supplemental materials to the core.
- D. District and building administrators will work collaboratively with multilingual program educators to create programs and delivery models that allows for tiered services for multilingual learnings in each building.
- E. MLL teachers and the administrator responsible for overseeing MLL will meet once per trimester to continue alignment in teaching practices, data and assessment practices and in material usage.

#### **SECTION H - ALTERNATIVE LEARNING EXPERIENCES (ALE)**

As alternative learning experiences (ALE) have evolved so has the District's administration of the program. In order to meet the needs of all students, the District acknowledges that flexibility is needed around programming, scheduling, and teaching locations for ALE programs: Homelink, James Taylor ALE, and James Taylor Night School.

Special Services (Special Education, MLL, Counseling, Social Work, etc.) employees will serve all students in ALE grades 6-12 pursuant to the educational needs of that student. Any additional instruction provided by this staff will be delivered through District-approved digital learning management systems, district provided communication systems, or be provided through meetings or classes at James Taylor.

Instructional staff will be subject to the class size listed for ALE in Article II Section M of the collective bargaining agreement.

Teaching staff location and schedule for ALE programs will reflect their specific job duties. Staff assigned to daytime in-person instruction at James Taylor will follow the district secondary schedule. Night school staff will have an adapted start time to allow for evening classes. Homelink staff will work with building administrator to establish a work from home (WFH) schedule which must include one day per week of in person, Wednesday inclusive of collaboration time

James Taylor staff will have planning on a single day per week to be taken on Friday, exclusive of alternative schedules. For Homelink and Special Services staff, 60 minutes of planning time will be scheduled within their WFH daily schedule.

#### **Homelink 1:1 Check-Ins:**

Weekly meeting (usually via Teams, email, or phone) between the student and certificated teacher for the purpose of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the WSLP. Evidence of two-way contact must include the date of the contact, the certificated teacher who made the contact, the method of communication by which the contact was accomplished, and documentation to support the subject of the communication. Student attendance requirements are met through documentation of weekly 1:1 check-ins and WSLP progress monitoring. Monthly check-ins must be via phone, Teams or in person. All check-ins must be in compliance with state requirements.

Homelink staff should respond to calls and emails in a timely manner such that the work of the school is not slowed as a result of working from home. The mode/method of timely response may be an expectation of their supervisor. Staff should be available to be contacted throughout the work-day via email, phone or Teams. When using leave, staff must follow all leave reporting procedures. All staff must be able to call and message families from home in a confidential manner. Classroom phones and extensions should be in working order through the call forwarding feature on district telephones.

James Taylor "night-school" staff will be entitled to the same on-site safety measures, including two staff members on site at James Taylor for the duration of the program.

The building will not be used for other purposes when students are present unless part of the educational programming for James Taylor. The District will provide adequate staffing to ensure employees are able to exit the building in groups of 2 or larger at the end of the session.

A district cell phone will be provided for use of the program staff if the administrator or designee has an unavoidable short-term absence.

A substitute pool will be created for the night-school program, and a list of available substitutes will be provided to staff for use when scheduling an absence.

Teaching staff will be provided keys to all areas of the building that will be necessary to access, including main office, bathroom, interior & exterior door keys, as well as their personal door or alarm codes.

### **SECTION I – CAREER TECHNICAL EDUCATION (CTE)**

Career Technical Education (CTE) staff have additional workload requirements to maintain program and certificate compliance; therefore, the following allocations will be made to account for the program specific work.

Additional time: CTE employees may submit a proposal to the CTE director for additional time related to framework creation or additional work related to the CTE responsibilities.

Required training: Employees attending required CTE training will receive curriculum rate for the duration of the training.

Yearly stipend: The CTE director will submit a stipend schedule yearly for all CTE required clubs and organizations, as this may change due to increased or adjusted programming. This stipend shall include the additional responsibilities for CTSO events and competitions. The schedule will be uploaded as an appendix to the collective bargaining agreement.

### **SECTION J - LENGTH OF WORK YEAR**

The total length of the work year shall be one hundred and eighty (180) days plus the professional learning days funded by the state as outlined in Article VI Section E. For new employees, the total length of the work year shall be extended by an additional two (2) days scheduled by the district, paid at the employee's per diem rate.

Each school counselor shall receive a supplemental contract for ten (10) additional days paid at per diem.

Special education staff will receive one (1) paid day at per diem paid on a supplemental contract for the purpose of additional duties related to case management and IEP preparation and implementation.

In recognition of the flexible work being done in the Homelink program, Homelink teachers will work with their building administrator to determine a schedule for the work year which may include flexing some nonstudent days to be worked during nontraditional hours to prepare written student leaning plans or other required work specialized to the program.

A committee composed of two Association members and the Superintendent shall formulate a calendar for the following year prior to April 30. The Board will set the calendar for the following year no later than the regular May board meeting.

### **SECTION K - TRAVEL TIME**

Employees required to travel between different buildings shall not have a workday to exceed 7 hours and 30 minutes.

### **SECTION L- CO-CURRICULAR ASSIGNMENTS**

It is understood and agreed that co-curricular assignments shall be made voluntary and that if an employee agrees to the assignment; said employee shall receive a supplemental contract consistent with this Agreement. Further, agreement to perform a co-curricular assignment will not be made a condition of continuous employment with the Employer.

### **SECTION M- EXTENDED CONTRACTS**

The formula for an extra period of teaching on a supplemental contract will be the per diem rate of the employee for the number of minutes required for student instructional time.

An employee working in excess of the base contract for direct services to students shall be compensated at a rate based on 1/180<sup>th</sup> full per diem of the employee's regular contracted rate of pay as provided for in this Agreement.

Employees voluntarily participating in District approved curriculum/staff development programs and/or when not providing direct services to students will be compensated at the rate of the hourly rate for per diem of the base step of the BA-0 column of the salary schedule. (Curriculum Rate)

#### **SECTION N - EMPLOYEE DEVELOPMENT AND TRAINING**

It is recognized that an effective employee development program is necessary to provide continuing opportunities for growth of employees. Therefore, the Employer and Association shall periodically survey employees to determine employee development needs. Such surveying, planning and implementation may be with the assistance of other agencies, or colleges and universities.

#### **SECTION O - CLASSROOM VISITATIONS**

We welcome parents and community to participate in our students' education. In the interest of the safety of our students and staff, all visitors to our schools and/or classrooms shall obtain approval of the principal or designee. The visitation will be arranged after the principal has conferred with the employee. The employee will be given the opportunity to confer with the visitor before and/or after the visitation. Principal or designee will inform the visitor that the classroom teacher may want to confer with him/her.

## **ARTICLE IV – LEAVES**

### **SECTION A - LEAVE FOR ILLNESS, INJURY OR EMERGENCY**

At the beginning of each school year, full-time contracted employees of the District shall be credited with an advanced sick leave allowance of twelve (12) days to be used in half-day increments of no less than 3.75 hours when, by reason of illness, injury, disability or emergency an employee is unable to perform his/her assigned duties. In cases when a substitute is not necessary, or in-building coverage can be arranged for the employee, sick leave may be taken in increments of no less than .5 hours. Sick leave not taken shall accumulate to a maximum of 180 days for cash-out purposes and 183 days (the length of the employee's base contract) for leave usage purposes pursuant to RCW 28A.400.380. Such accumulated leave may be taken at any time during the school year.

Sick leave shall also apply to employees under part time employment contracts provided that said employees shall receive advance sick leave allowance equal to that portion of twelve (12) days at the total number of days contracted for bears to one hundred eighty (180) days.

Employees, upon finding it necessary to be absent from their assigned duties by reason of illness, injury, disability, or emergency, shall enter the absence into the substitute management system as soon as reasonably possible. If the employee cannot enter the absence into the system, the Employee shall notify the building of the need for an absence. For prolonged absences which will necessitate taking sick leave, the Employee shall notify the employee's immediate supervisor as soon as they are able, except as otherwise provided in this section or required under Board Policy. Sick leave accumulation shall be in accordance with RCW 28A.400.300.

For the purpose of sick leave accounting the employee shall sign an absence report form.

### **SECTION B - EMERGENCY LEAVE**

Upon the request of an employee and approval of the superintendent, emergency leave of up to three (3) days per school year shall be granted such employee for situations which are suddenly precipitated, and which are of such a nature that preplanning is not possible or where preplanning could not relieve the necessity for the employee's absence. Emergency leave that is used shall be deducted from the employee's sick leave.

Prior to taking emergency leave the employee shall notify, at the earliest possible time, his immediate supervisor.

For the purpose of emergency leave accounting, the employee shall, upon return to work complete and sign an absence report form.

An employee requesting leave for reason of temporary disability (including temporary disabilities due to pregnancy) should give written notice to the Employer at least two (2) weeks prior to commencement of said leave. The written request for temporary disability leave should include a statement as to the expected date of return to employment. Within thirty (30) days after commencing leave for temporary disability the employee shall inform the Employer of the specific day when he/she will return to work. The employer may require the employee to provide a physician's certification of the employee's disability and length of recovery there from. An employee who uses up his/her sick leave for a temporary disability may apply for a leave of absence without pay as provided in this Agreement.

### **SECTION C - SICK LEAVE CASH OUT**

In January of the year following any year in which a minimum of sixty (60) days of injury or illness leave is accrued, and each January thereafter, any eligible staff member may exercise an option either; 1) to receive remuneration for unused leave for illness or injury accumulated in the previous year at a rate equal to one day's monetary compensation of the staff member for each four (4) full days of accrued leave for illness or injury in excess of sixty (60) days, or 2) to add that year's sick leave to the staff member's accumulated sick leave. Such leave for which the staff member

has received compensation shall be deducted from accumulated sick leave at the rate of four (4) days for every-one (1) day's monetary compensation.

An eligible staff member or their estate at the time of separation of employment due to retirement or death shall receive remuneration at a rate equal to one (1) day's current monetary compensation of the staff member for each four (4) full days accrued leave for illness or injury. Such leave shall be accrued at the rate of not more than one (1) day per month.

#### **SECTION D - LEAVE SHARING**

The District shall make available a leave sharing program pursuant to Chapter WAC 392-136A. The program shall make available to employees pursuant to Board policy and procedures.

#### **SECTION E - PROFESSIONAL LEAVE**

A one-day visitation period will be made available to any employee who wishes to observe in an outside school district subject to the approval of the building principal. The observation could include an outstanding program and/or instructor in the individual's teaching area.

Such leave will be with pay and not deducted from the employee's total accumulated sick leave.

#### **SECTION F - PERSONAL LEAVE**

The intent of personal leave is to provide opportunities to be excused from work for individual circumstances that are unique to an employee and not a general need of all employees. Each employee shall receive three (3) days per year of personal leave subject to the following conditions:

1. The cost of a substitute, should a substitute be required, will be paid by the District.
2. Personal leave is not deducted from the employee's total accumulated sick leave.
3. Personal leave shall not be used during the first five (5) or last five (5) instructional days of the school year. Exceptions to this provision may be made, at the discretion of the Superintendent, for extraordinary family events (i.e. weddings or graduations) where scheduling the event is outside the control of the employee.
4. An employee using personal leave shall provide forty-eight hours' notice, in writing, to the employer. Later notice will be considered on a case by case basis. Employees shall enter the leave into the online employee attendance system which will constitute providing notice. Later notice will be considered on a case-by-case basis.
5. Employees should attempt to use personal days on work days that are least impactful. No more than eight certificated employees will be allowed personal leave on a given day. Personal leave will be allowed on a first come, first served basis.
6. An employee may accumulate up to five (5) personal leave days and use them under the conditions described in the negotiated agreement with particular attention to the availability of a qualified substitute. An employee who has more than two days accumulated at the end of the school year may submit a written request to cash-out unused personal days in July at a rate equivalent to the current district substitute rate for each unused day.

#### **SECTION G - BEREAVEMENT LEAVE**

Upon employee request an employee may use up to five (5) days of leave per occurrence for a death in the employee's immediate family or household. Such leave is without a loss of pay but is not accumulative. The immediate household shall also be defined as all people living in the same family unit but not necessarily relatives. The immediate family shall be defined to also include a person the employees has had in "in loco parentis" relationship.

An employee may use up to three (3) days of leave per occurrence for the death of any other family member or person of significant relationship.

A leave of absence with pay will be granted by the employer if an employee performs jury duty service. The employee shall notify the employer when he/she is notified to serve on jury duty and elects to serve.

Leaves of absence with pay shall be granted when an employee is subpoenaed to appear in a court of law. If any witness fees are paid, that amount shall be deducted from the employee's regular monthly salary payment. Leaves of absence with pay shall not be paid when an employee appears in an action or proceeding where the employee is a party adverse to the District.

#### **SECTION H - MILITARY LEAVES**

An employee required to perform military service during the contracted year shall be placed in the same position held prior to taking the said leave, provided that the employee has made a reasonable effort to fulfill his/her military service on non-contracted days.

An employee shall suffer no loss of rights or benefits while on military leave and will retain all rights and benefits upon return to work as provided for prior to taking such leave.

#### **SECTION I - LEAVES OF ABSENCE**

The Board of Directors may grant an employee up to one-year Leave of Absence without pay. Conditions of placement upon return from said leave and length of said leave shall be agreed to in writing by the employer and the employee at the time the leave is requested. An extension of unpaid leave may be allowed upon written application and board approval.

When applicable, the employee shall notify the employer in writing of the employee's intention to return not later than April 1, and if such notice is not timely given, the employee shall be deemed to have relinquished reemployment rights. A leave of absence without pay for one (1) year shall not entitle an employee to a normal salary increment.

#### **SECTION J - UNAUTHORIZED ABSENCES**

An employee shall have deducted one day's compensation at his/her per diem rate for each day of unauthorized absence from work.

#### **SECTION K - ASSOCIATION LEAVE**

- A. The Association may use up to thirty-five (35) days per year of leave for Association business. Use of Association leave is restricted by the following:
  1. No more than eight (8) employees may be absent owing to Association leave at any time.
  2. The Association must notify the Superintendent prior to the use of Association leave in order to adequately prepare coverage for the leave.
  3. The Association will work to use association leave on days that are least impactful to the building.
  4. An employee on Association leave will not suffer a loss of pay.
  5. The cost of substitutes will be borne by the Association.
- B. The Association may schedule its business during contracted time by using Association leave.
- C. As an alternative to the allocation of thirty-five (35) days of Association leave, should the Association determine that it would like to have release for the Association president, the Association and the District will work to find an appropriate assignment to facilitate the requested leave. Upon the end of the leave, the Employee will be returned to a comparable position to the position held prior to the release. The Association will reimburse the District for all associated costs including salary and benefits for the release portion of the Employee's contract.

## **ARTICLE V – INSTRUCTION**

### **SECTION A – MULTI-TIERED SYSTEM OF SUPPORT AND PREVENTION**

- The District will create a district-wide multi-tiered system of support and prevention (MTSS) team comprised of members of different stakeholder groups. The purpose of this team is to ensure a system-wide approach to meeting the needs of the whole child in achieving success and to align the work of buildings and departments across the school district in pursuit of this common goal. As a vital part of this district-wide work, the Association may appoint a member to the MTSS District team. The meeting dates and times for this team will be included on the Teaching and Learning Calendar.
- As part of this commitment to MTSS, building instructional leadership teams will also contribute to the development of the building multi-tier system of support blueprint. The team will also review the needs of the building regarding support for staff including the need for professional development, communication tools and other areas of support that may be needed to implement necessary changes to the MTSS blueprint, including a review of building discipline data.
- As part of our work towards more equitable and inclusive practices in our schools the District and the Association will create an equity team as part of the MTSS District team. This team will include staff from each building and will focus on the creation and development of resources and teaching modules for four main areas: Equity, diversity, and race; inclusionary practices: strengthening social-emotional learning; and ethnic studies. The meeting dates and times for this team will be included on the Teaching and Learning Calendar.

### **SECTION B - STUDENT DISCIPLINE**

1. In the maintenance of a sound learning environment, the District shall expect acceptable behavior on the part of all students who attend schools in the District. Discipline shall be enforced fairly and consistent with the District's nondiscrimination policy. Such discipline shall be consistent with District board policies and applicable Federal and State laws.
2. The Employer shall support and uphold employees in their efforts to maintain discipline in the District and shall respond to all employee's requests regarding discipline problems. Further, the authority of employees to use prudent disciplinary measures for the safety and well being of students and employees is supported by the Employer. In the exercise of authority by the employee to control and maintain order and discipline the employee may use reasonable and professional judgment concerning matters not provided for by specific policies adopted by the Board and not inconsistent with Federal and State laws or regulations.
3. The Employer shall provide employees in each building with an employee manual containing appropriate district policy and building procedures pertaining to student rights and discipline. Prior to the start of the school year, the building's administration will review current policies and explain any new/changing policies. Procedures for reporting student discipline issues and discipline meeting outcomes (between administration and student) will be highlighted. In addition, administrators will provide information to employees on how to seek additional support regarding interactions with parents or community visitors.
4. Any discipline issue that is dealt with administratively will result in contact with the teacher involved and explain the outcome (any actions/consequences). The administration or designee will contact the teacher within 24 hours.
5. At the end of the school year, building administrators and NMEA building representatives will examine past year/issues and propose possible improvements.

6. The District and the Association recognize the importance of working to combat issues of racism and discrimination and the meaningful impact of inclusive practices and the well-being of the whole child. The District will comply with diversity consistent with state requirements consistent with RCW 28A.415.445. The equity team will be an active participant in collaborating around the design of this training.
7. At each building the instructional leadership team/MTSS team will review building expectations for student behavior as part of their yearly blueprint review. Additionally, the team will contribute to the development of the building multi-tier system of support plan including tier 2 and tier 3 academic and behavioral supports. The team will also review the needs of the building regarding support for teachers around this area including the need for professional development, documentation or family communication tools and other areas of support and help implement necessary changes to the MTSS plan, including a review of building discipline data. Building expectations for student behavior will be communicated with families on an annual basis. Staff will also have a yearly professional development aligning student behavior expectations and student discipline with examples at each response level.
8. The District and the Association will jointly agree on members for participation in the student discipline committee pursuant to WAC 392-400-110 for the purpose of reviewing and monitor the impact of the school district's discipline policies, procedures and practices and updates thereto. The committee will also periodically review and update the district's discipline policies and procedures to improve fairness and equity in the administration of discipline. The committee will use data collected under RCW 28A.300.042. A staff member from each building will be invited to participate on the committee.
9. Pursuant to RCW 28A.600.020, any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from their individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. Except in emergency circumstances, the teacher first must attempt one or more alternative forms of corrective action. In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or their designee and the teacher have conferred.

### **SECTION C - PROVISIONS TO FURNISH CLASSROOM**

The employer agrees to provide and maintain teaching materials and teaching equipment for each classroom in order to perform professional assignments and aid in the preparation of instructional materials. The following furnishings will be in each classroom:

1. Teacher Desk
2. Teacher Chair
3. A lockable space for personal items (wallet, purse, keys, etc.) This may be a desk or closet.
4. A lockable filing cabinet or filing drawers
5. A networked computer and phone
6. Two book storage or bookshelves

The employee will work with the building administrator if they have additional needs for their classroom.

In addition to the above, other certificated employees who do not have a consistent classroom assignment will be provided space to work in each building assigned, to the extent feasible

### **SECTION D - STUDENT TEACHERS**

In those instances where the Employer shall decide to sponsor a student teacher program in the District, the following

shall apply:

1. Every employee shall have the option to accept or reject a student teacher.
2. Every employee who accepts a student teacher shall be given 20-day notice. In emergency situations, the employee will receive notice as soon as possible.
3. Every employee who accepts a student teacher shall be compensated at the amount the District is compensated.

## **SECTION E - PROCEDURES FOR EVALUATION OF CLASSROOM TEACHERS**

### **SECTION 1- INTRODUCTION**

The Teacher/Principal Evaluation System is to improve the educational program by improving the quality of instruction. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth. The evaluation system will encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluation by recognizing the importance of objective standards and minimizing subjectivity. Within the selected instructional framework teachers will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge.

The following evaluation system is to be implemented in a manner consistent with good faith and mutual respect, and as defined in RCW [28A.405.110](#) "(1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity."

The evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in [WAC 392-191-025](#), "To identify in consultation with classroom teachers and certificated support personnel observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher or support person needs to improve his or her performance."

### **SECTION 2 - DEFINITIONS**

"Artifacts" shall mean any products generated, developed or used by a certificated teacher or administrator in the conduct of the supervision and/or evaluation of the teacher. Additionally, tools or forms used in the evaluation process may be considered as artifacts.

"Certificated classroom teacher" and "teacher" shall mean a certificated employee who provides academically focused instruction to students and holds one or more of the certificates pursuant to WAC 181-79A-140(1) through (3) and (6)(a) through (e) and (g).

"Danielson Framework for Teaching" shall mean 4 Domains, 22 components aligned to the eight state criteria. Levels of performance are: (L1) Unsatisfactory, (L2) Basic, (L3) Proficient and (L4) Distinguished.

"Comprehensive Evaluation" shall mean a teacher is evaluated on all eight of the state criteria and associated student growth data.

"Criteria" shall mean one of the eight (8) state defined categories to be scored.

"Evaluation" shall mean the ongoing process of identifying, gathering and using information to improve professional performance, assess total job effectiveness, and make personnel decisions.

"Evaluation File" shall mean all documents pertaining to the evaluation and shall include: the framework rubric, artifacts, teacher's written comments, and forms used. This information may be kept electronically as

mutually agreed upon by the district and the association.

“Evaluator” shall mean a certificated administrator who has been assigned to evaluate the teacher.

“Evidence” shall mean observed practice, products or results of a certificated classroom teacher’s work that demonstrates knowledge and skills of the educator with respect to the rating system.

“Focused Evaluation” shall mean a teacher is evaluated on one of the eight state criteria and associated student growth data.

“Full Observation Cycle” shall mean a pre observation meeting, observation, and post observation meeting.

“Observe” or “observation” shall mean the gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time against the instructional framework rubrics pursuant to this section.

“Provisional Employee” shall mean every person employed by a school district in a teaching or other nonsupervisory certificated position who is subject to nonrenewal of employment contract during the first three years of employment by the District, as defined by RCW 28A.405.22.0:

“Student Achievement” shall mean the status of subject-matter, knowledge, skills, understanding or performance at a given point in time.

“Student Growth Data” shall mean evidence of the change in student achievement between two points in time.

### SECTION 3 - FRAMEWORK, STATE CRITERIA, AND SCORING

- A. Classroom teachers shall be evaluated using the Danielson Evidence-Based Framework for Teaching as modified and approved by the Office of the Superintendent of Public Instruction (OSPI) and as posted on the OSPI website.
- B. The evaluative criteria must contain as a minimum the criteria established by the superintendent of public instruction. These criteria shall be revised upon any revisions made by OSPI. The minimum criteria shall include:
  1. Centering instruction on high expectations for student achievement;
  2. Demonstrating effective teaching practices;
  3. Recognizing individual student learning needs and developing strategies to address those needs;
  4. Providing clear and intentional focus on subject matter content and curriculum;
  5. Fostering and managing a safe, positive learning environment;
  6. Using multiple student data elements to modify instruction and improve student learning;
  7. Communicating and collaborating with parents and the school community; and
  8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
- C. Scoring. Our philosophy is based on the "natural harvest" of what the teacher already does and one of growth.

1. A four-level rating system shall be used to evaluate the certificated classroom teacher. The summative performance ratings shall be as follows:
    - a. Level 1 - unsatisfactory
    - b. Level 2 - basic
    - c. Level 3 - proficient; and
    - d. Level 4 - distinguished
  2. The Superintendent of Public Instruction may amend/revise these ratings, and the revised ratings shall be adopted by the district.
  3. Evaluators shall rate teachers on the components of the Danielson framework and generate a rating for the relevant/required criterion or criteria. The relevant and required components and criteria rated are described in subsection G of this Article (Comprehensive and Focused Evaluations).
  4. A classroom teacher shall receive one of the four summative performance ratings for each of the minimum criteria in (C)(1) of this Article and one of the four summative performance ratings for the evaluation as a whole, which shall be the comprehensive summative evaluation performance rating.
  5. Evidence of observable student input may also be included in the evaluation process.
- D. Summative Performance Rating. A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion level scores as follows:
1. 8-14 Unsatisfactory
  2. 15-21 Basic
  3. 22-28 Proficient
  4. 29-32 Distinguished
- E. Student Growth Criterion Score. Included in the state evaluation framework are five (5) student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2 and SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the scores below:
1. 5-12 Low
  2. 13-17 Average
  3. 18-20 High
- Student growth data will be taken from multiple sources and must be appropriate and relevant to the teacher's assignment.
- F. Student Growth Data and Ratings
1. Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers as directed, required, and defined by the Office of the Superintendent of Public Instruction.

As used in this subsection, "student growth" means the change in student achievement between two points in time.

- A. The evaluator shall consult with the teacher(s) to identify student growth and achievement data that are relevant to the teacher(s) and subject matter that will be used in assessing the state required student growth components. The teacher is encouraged to provide classroom growth data with measurable pre-and post-growth data as evidence of student growth.
  - B. The evaluator's determination of proficiency level ratings must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools.
  - C. Student growth data elements may include the teacher's performance as a teacher when the use of this data is relevant and appropriate
  - D. Student growth data elements may also include the teacher's performance as a member of the overall instructional team of a school when use of this data is relevant and appropriate. Teachers may work as a team to determine student growth goals
2. An overall student growth score shall be generated for each teacher following the rules and procedures issued by the OSPI and as they may be revised from time to time. Ratings will be "low," "average" or "high" as defined by OSPI.
    - A. A classroom teacher with a preliminary summative evaluation rating of Distinguished with a Low student growth rating will receive an overall summative Proficient rating.
    - B. If a teacher receives a 1-unsatisfactory on any of the five student growth components, it will trigger the student growth inquiry plan.
    - C. Conduct of a student growth inquiry. Within two months of the teacher receiving the low student growth score or at the beginning of the following school year, whichever is later, one or more of the following must be initiated by the evaluator.
      - i. Examine student growth data in conjunction with other evidence including observation, artifacts, and other student and teacher information based on appropriate classroom, school, district, and state-based tools and practices and/or;
      - ii. Examine extenuating circumstances which may include one or more of the following: goal setting process; content and expectations; attendance; extent to which curriculum, standards, and assessments are aligned and/or;
      - iii. Schedule monthly conferences focused on improving student growth to include one or more of the following topics: student growth goal revisions, refinement, and progress; best practices related to instructional areas in need of attention; best practices related to student growth data collection and interpretations and/or;
      - iv. Create and implement a professional development plan to address student growth areas.
    - D. Conduct of a student growth inquiry. Within two months of the teacher receiving the low student growth score or at the beginning of the following school year, whichever is later, one or more of the following must be initiated by the evaluator.

#### SECTION 4 - PROFESSIONAL DEVELOPMENT

- A. On-going professional development will be provided by the district on teacher evaluation and the instructional

framework.

- B. Evaluating Administrators will engage in annual training to develop and/or maintain proficiency with the Danielson Framework for Teaching. This training will use multiple tools/strategies
- C. Prior to a teacher being evaluated, the District shall provide professional development relative to the framework and evaluation process using uniform materials. This training will be co-presented by a building representative and building evaluator(s) on a yearly basis.

#### SECTION 5 - PROCEDURAL COMPONENTS OF EVALUATION

- A. The evaluation process shall include the following:
  - a. All comprehensive observations and the first focused observation are full cycles. The second focused observation cycle is an observation and post-conference.
  - b. Teachers returning to a comprehensive or focused evaluation are encouraged to complete a teacher self-reflection/self-evaluation prior to the start of the school year. New teachers to the District will need to complete the self-reflection/self-evaluation by the end of October or prior to the first formal observation cycle, whichever is first.
  - c. The teacher and evaluator shall meet to develop goals for the year by the end of October.
  - d. The teacher and evaluator shall collaboratively participate in the evaluation process through presentation of potential evidence of proficiency throughout the year.
  - e. The teacher and evaluator shall collaboratively participate in the evaluation process through presentation of potential evidence of proficiency throughout the year.
  - f. All formal observations must be completed by May 15<sup>th</sup>. However, the teacher and evaluator may agree to extend this timeline for the purpose of gathering additional evidence for use in the summative evaluation.
  - g. Prior to signing the summative evaluation, the teacher and evaluator shall hold a rating conference to collaborate regarding the following:
    - i. The teacher's self-rating on all components;
    - ii. The evaluator's preliminary rating on all components and criterion; and
    - iii. Any additional evidence the teacher would like the principal to consider before making a final summative rating.

Notification. The teacher will be notified within two weeks from the start of the school year of the evaluator and whether the teacher will be evaluated using a comprehensive or focused evaluation.

- B. Teacher Self-Assessment
  - 1. Prior to the Pre-Observation Conference, teachers on comprehensive are encouraged to complete the Self-Assessment on eVal and share with their evaluator.
  - 2. No teacher will be required to take or to share the Self-Assessment form with their evaluator.
- C. Student Growth Goal Setting. All teachers will set student growth goals for each of the state criteria 3.1, 3.2, 6.1, 6.2 and 8.1. These goals can be set by teams or individually. For teachers on a Focused Evaluation, only the identified or required student growth goals associated to the selected Criteria (1-8) will be considered for their final summative score. For example: A teacher evaluated on a Focused Criterion 1 will establish goals for 3.13.1, 3.2, 6.1, 6.2 and 8.1; however, they will consider 3.1, 3.2 or 6.1, 6.2 when figuring their final summative score. Goals will be shared with their evaluator at the initial pre-observation meeting.

D. Artifacts and Evidence

1. The evaluator will collect and share artifacts and verified evidence necessary to complete the evaluation.
2. The teacher may provide additional artifacts and verified evidence to aid in the assessment of the teacher's professional performance in accordance with the instruction framework rubric, especially for those criteria not observed in the classroom.

E. Observations

1. It shall be the responsibility of a principal or their designee to evaluate all classroom teachers in his or her school.
2. During each school year, all classroom teachers shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties.
3. Total observation time for each teacher for each school year shall not be less than 60 minutes in the performance of their assigned duties and, where appropriate to the evaluative criteria, may also be inclusive of time in an informal setting (such as staff meetings or professional learning communities).
4. A teacher in the third year of provisional status as defined in RCW [28A.405.220](#) shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than 90 minutes.
5. Beginning with the 24-25 school year TPEP evaluation evidence for classroom teachers will be hosted using the eVal system in EDS (educational data system).
  - a. Evaluators will utilize a common question bank for all classroom teachers, with four required questions to be asked of each employee as part of the pre-observational conference, and up to four questions to be asked in their post-observational meeting.
  - b. Only the bargained questions will be added to the online eVal portal, no additional questions should be written, assigned, or uploaded by individual evaluators.
  - c. Employees will not be required to enter any information into the eVal system.
    - i. Employees may choose to utilize the question banks to prepare a written statement for pre-and post-evaluation meetings, or to utilize the evidence archives from their evaluator to further their conversations around levels of proficiency.
  - d. Observational notes, including any video or audio recording, pictures, or other media utilized as observational evidence, will be uploaded and shared with the employee in eVal within three days of a formal observation.
  - e. Any observational data acquired through informal observation should be uploaded directly to the eval system and must be shared as part of the rating conference. Should an employee choose to provide evidence for the TPEP process, they may either upload directly into the eVal system or provide the evidence in an electronic format to their evaluator to be uploaded.
  - f. Certificated staff who are not evaluated through the TPEP evaluation cycle will be evaluated according to current contract language
6. When a teacher with a continuing contract receives a summative evaluation score below 3 – Proficient, the teacher may request an accelerated timeline for observation and feedback

7. Following each observation or series of observations, the principal or other evaluator shall promptly document the results of the observation in writing and shall provide the teacher with a copy thereof within three days after such report is prepared.
8. New teachers shall be observed at least once for a total observation time of 30 minutes during the first 90 calendar days of their employment period.
9. Each classroom teacher shall have the opportunity for a confidential conference with his or her evaluator on no less than two occasions. If a classroom teacher receives an overall unsatisfactory they may have an association representative present as a third-party observer/note taker. The classroom teacher will have no less than two confidential conferences with their evaluator beyond the required observation. Each conference shall focus on maximizing the teacher's professional growth and the evaluator's assessment of the teacher's professional performance; which will include a post meeting with written feedback and scaffolded supports.

F. Final Summative Evaluation Conference

1. By the end of May, the evaluator and teacher shall meet to discuss the teacher's final summative score. The final summative score, including the student growth score, must be determined by an analysis of evidence. This analysis will take a holistic assessment of the teacher's performance over the course of the year.
2. The teacher has the right to provide additional evidence for each criterion to be scored.
3. If the evaluator assigns the teacher a final summative score below Proficient, the evaluator must provide at least three (3) pieces of evidence from at least two (2) artifacts for each criterion scored Basic or Unsatisfactory.
4. The teacher will sign a printed copy of the Final Summative Evaluation Report. Each teacher shall sign the observation and evaluations forms to indicate receipt. The signature of the teacher does not, however, necessarily imply that the employee agrees with its contents. The teacher may attach any written comments or rebuttals to observation and to the final annual evaluation report as well, at the summative conference.
5. Teachers shall have the right to attach additional comment or a rebuttal to the Final Summative Evaluation.

G. Comprehensive Evaluation

1. All classroom teachers shall receive a comprehensive summative evaluation at least once every six years. A comprehensive evaluation assesses all eight state criteria, and all criteria contribute to the comprehensive summative evaluation performance rating.
2. The following categories of classroom teachers shall receive an annual comprehensive summative evaluation:
  - a. Classroom teachers who are provisional employees under [RCW 28A.405.220](#)
  - b. Any classroom teacher who received a comprehensive summative evaluation performance rating of level 1 or level 2 in the previous school year.
3. The evaluation must include an assessment of the eight criteria using the instructional framework rubrics and the Superintendent of Public Instruction's approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics.
4. The summative score is determined through the scoring of the instructional and student growth rubrics for SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1.

#### H. Focused Evaluation

1. The focused evaluation is used when a teacher is not evaluated using the comprehensive evaluation process and will include evaluation of one of the eight state criteria and the associated student growth measure(s).
2. In years when a comprehensive summative evaluation is not required, classroom teachers who received a comprehensive summative evaluation performance rating of level 3 or above in the previous school year are required to complete a focused evaluation.
3. One of the eight criteria for certificated classroom teachers must be assessed in every year that a comprehensive evaluation is not required. The area of focus shall be mutually determined by the end of October.
4. The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6 or 8 is selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5 or 7 is selected, evaluators will use criterion 3 or 6 student growth rubrics.
5. The summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.
6. A group of teachers may focus on the same evaluation criteria and share professional growth activities. Individual teachers or groups may apply the activities toward the professional growth plan for certificate renewal as required by the professional educator standards board.
7. A teacher may be transferred from a focused evaluation to a comprehensive summative evaluation at the request of the teacher, or at the direction of the teacher's evaluator before December 15th. A teacher's request may be denied due to administrative capacity.

#### SECTION 6 - TEACHER SUPPORT

- A. Before non-renewing a provisional teacher, the evaluator shall have made good faith efforts beyond the minimum requirements of the evaluation process to assist the teacher in making satisfactory progress toward remediating deficiencies.
- B. All teachers/educators in their first three (3) years of employment with the District and/or on a provisional contract will be on a comprehensive evaluation and are expected to perform, at a minimum at the basic level in criteria/domains and components. During an employee's provisional status, the building principal/supervisor may encourage the employee to utilize a structured support plan to assist in areas of needed growth. Support may include, but is not limited to, strategies for reaching proficiency in areas of needed improvement, assistance from instructional coaches, or professional learning. Failure to provide a structured support plan will not provide a basis for contesting the District's non-renewal of a provisional teacher.

#### SECTION 7 - PROBATION

- A. At any time after October 15<sup>th</sup>, a non-provisional employee whose work is not satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement.
- B. For classroom teachers, the following comprehensive summative evaluation performance ratings mean a classroom teacher's work is not evaluated satisfactory;
  - a. Level 1; or
  - b. Level 2 if the classroom teacher is a continuing contract employee under RCW [28A.405.210](#) with more than five years of teaching experience and if the level 2 comprehensive summative evaluation performance rating has

been received for two consecutive years or for two years within a consecutive three-year time period.

- C. During the period of probation, the teacher may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district.
- D. A probationary period of sixty school days shall be established. Days may be added if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probationary period is concluded before May 15<sup>th</sup> of the same school year. The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15<sup>th</sup> of less than level 2.
- E. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW [28A.405.300](#). The purpose of the probationary period is to give the employee an opportunity to demonstrate improvements in his or her areas of deficiency.
- F. The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval.
- G. During the probationary period, the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, in any, made by the employee.
- H. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency.
  - a. Should the evaluator not authorize such additional evaluator, the probationer may request that an additional certificated employee evaluator become part of the probationary process and this request must be implemented by including an additional experienced evaluator assigned by the educational service district in which the school district is located and selected from a list of evaluation specialists compiled by the educational service district.
  - b. Such additional certificated employee shall be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation.
- I. If a procedural error occurs in the implementation of a program for improvement, the error does not invalidate the probationer's plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.
- J. The probationer must be removed from probation if he or she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in this or her program for improvement prescribed as deficient.
  - a. A classroom teacher must be removed from probation if he or she has demonstrated improvement that results in a new comprehensive summative evaluation performance rating of level 2 or above for a continuing contract employee with five or fewer years of experience, or of level 3 or above for a continuing contract employee with more than five year of experience.
  - b. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for finding probable cause under RCW [28A.405.300](#) or [28A.405.210](#).

**SECTION 8–NON-RENEWAL, NOTICE OF DISCHARGE, REMOVAL FROM ASSIGNMENT**

- A. When a continuing contract employee with five (5) or more years of experience receives a comprehensive summative evaluation performance rating below level 2 for two consecutive years, the school district shall, within ten days of the completion of the second summative comprehensive (comprehensive summative) evaluation or May 15<sup>th</sup>, whichever occurs first, implement the employee notification of discharge as provided in RCW [28A.405.300](#).
- B. Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and program for improvement, the employee may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year.
- C. The teacher may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year immediately following the completion of a probationary period that does not result in the required comprehensive summative evaluation performance ratings specified in Section 9 (K) of this document. This reassignment may not displace another employee, nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its option, place the employee on paid leave for the balance of the contract term.

**SECTION D - PROCEDURES FOR EVALUATION OF CERTIFICATED SUPPORT PERSONNEL**

- A. Performance standards and evaluative criteria for certificated support personnel, hereinafter referred as certificated support personnel, certificated support staff, or employee. If a teacher does all three of the following, then s/he should be evaluated under TPEP: (1) plans or modifies instruction; (2) instructs students; and (3) monitors student progress.
  - 1. All certificated support personnel will be evaluated in accordance with criteria and forms as follows:
    - a. Certificated support personnel including counselors, psychologists, nurses, speech and language pathologists (SLP), Physical Therapists (PT), Occupational Therapist (OT), and Teachers on Special Assignment (i.e. Dean of Students, Instructional Coach Coordinator, etc.) will be evaluated for their position on the Certificated Support Personnel Performance Evaluation Form (Appendix B) or until another criteria-reference evaluation tool is adopted.
    - b. During the 2022-23 school year, the parties agree to create study groups for the purpose of evaluating and recommending an evaluation tool for each certificated support personnel position type. The intent is to have a new evaluation tool(s) in place prior to the start of the 2022-23 school year.
- B. Procedures for Evaluation
  - 1. Definitions
    - a. Provisional certificated support personnel: Any beginning certificated support personnel in the first three years of employment with the district, or any certificated support personnel with at least two years prior experience who is in the first year of employment with the district.
    - b. Administrator: A principal, program director, supervisor, or designated administrator responsible for the evaluation of a certificated support staff member.
  - 2. Consistent with evaluation procedures, a certificated support staff member will be placed in one of two categories.
    - a. Summative: This category will have two ratings.
      - 1. Satisfactory
      - 2. Unsatisfactory

b. Formative: North Mason Professional Growth Plan Program (PGP) - An opportunity for the certificated support staff member and administrator to collaboratively develop a plan to enhance and improve services for students. This category will have one rating: satisfactory. If in the judgment of the administrator, an employee under the PGP does not meet minimum expectations, they will return to the summative cycle the following year.

3. All certificated support personnel shall be evaluated each school year by their building administrator or the administrator's designee, except Special Services Staff including SLP, OT, PT, and the Psychologist(s) may be evaluated by either the principal or the program director if the program director position is filled. Certificated support personnel assigned to more than one (1) school building shall be evaluated by the administrator who supervises the majority of his/her work responsibilities and assignments. Should an employee not be assigned to one (1) building a majority of his/her time, the employee shall be evaluated by either or both building administrators or the administrator's designee.

No member represented by the North Mason Education Association shall participate in the evaluation process of another bargaining unit member.

4. Evaluation procedures only are subject to the grievance procedure, Article VII of this Agreement.

#### C. Summative Evaluation Procedures

1. Within two (2) weeks after the beginning of school, each administrator or designee will hold a general certificated employee's meeting and/or individual conferences to review evaluative criteria and procedures.
2. All certificated support personnel shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall not be less than sixty (60) minutes.
3. One observation cycle shall be completed by January 31<sup>st</sup>. All formal observations must be completed by May 15<sup>th</sup>. However, the teacher and evaluator may agree to extend this timeline for the purpose of gathering additional evidence for use in the summative evaluation.
4. Observations will be documented in a timely fashion within 10 days of the date of the observation by the evaluator and a copy made available to the employee within three (3) days of completion of the evaluation report.
5. Observations may be informal and/or very brief. An observation may be made during any time that an employee is carrying out his/her assigned duties.
6. Each certificated support personnel will be evaluated annually prior to May 31. Appropriate forms will be used as designated in Section D.A.1, a. and b. above. A conference will be held to discuss the evaluation. The certificated employee is to be given a copy of the completed annual evaluation. Within five (5) calendar days following of the receipt of the copy of the completed evaluation, the employee may submit signed and dated comments to the evaluator which shall be attached to the report in his/her personnel file. The employee may attach any written comments or rebuttals to observations and to the final annual evaluation report as well, at the summative conference.

Employees shall have the right to attach additional comment or a rebuttal to the Final Summative Evaluation.

7. All copies of the evaluation shall bear the signature of both the employee and the evaluator. The signature of the employee does not, however, necessarily imply that the employee agrees with the contents of the evaluation report.
8. Observation and Evaluation of Provisional Employees - Provisional employees shall be observed at least once for a total observation time of thirty (30) minutes during the first ninety (90) days of their employment period. An evaluation of provisional employees will be done prior to December 5 or within the first 90 calendar days of employment, whichever is later.

D. Professional Growth Plan (PGP) Procedures

1. The PGP shall be available and shall be voluntary to each certificated support staff member who has received satisfactory summative ratings for the last four years as an employee in the District.
2. Each certificated staff member participating in the PGP must return to the summative evaluation procedures every third year.
3. The certificated staff member and evaluating administrator shall collaboratively design a PGP and complete the planning work sheet by October 15th. In the event that the administrator and the certificated staff member cannot agree on goals, a mutually agreed upon third party may be called in to help facilitate resolution.
4. Throughout the year the certificated support staff member and the administrator shall meet formally and informally to discuss the progress on the goals and to refine and update any need for resources.
5. By the end of the school year, potential PGP participants for the following year will be identified. Instructions regarding goal setting, communication, and improvement of instruction shall be provided within the first two (2) weeks of the following year.
6. The certificated support staff member may request a return to the summative evaluation procedure at any time during the PGP cycle by notifying the administrator/designee in writing. If minimum competencies are not met, an administrator may require that a certificated staff member return to the summative program for the following year. Such notification must be made on or before May 31<sup>st</sup>.
7. On or before May 31<sup>st</sup> a final meeting shall be held to analyze data and review progress toward goals. The administrator will verify that the certificated staff member has met state statutory requirements, the certificated staff member shall identify the self-evaluation procedure used; and the Professional Growth Program Verification Form (Appendix B) shall be completed jointly to be submitted to the personnel file.
8. On or before May 31<sup>st</sup> a final meeting shall be held to analyze data and review progress toward goals. The administrator will verify that the certificated staff member has met state statutory requirements, the certificated staff member shall identify the self-evaluation procedure used; and the Professional Growth Program Verification Form (Appendix B) shall be completed jointly to be submitted to the personnel file.

- E. Evaluation of Certificated Support Personnel Who Transfer or Resign - An employee who transfers to a different assignment shall be evaluated prior to the transfer taking effect provided the employee has been in the assignment at least thirty (30) school business days.

If an employee resigns during the school year, a final evaluation shall be completed prior to the resignation date provided the administrator has been given ten (10) school business days advance notice.

F. Probation

1. At any time after October 15th, certificated support personnel whose work is judged unsatisfactory based on District evaluation criteria shall be notified in writing of stated specific areas of deficiencies along with a suggested, specific, reasonable program for improvement.

The administrator shall meet with the employee in an attempt to resolve matters' relating to performance before probation is recommended. The employee may be represented by his/her designated representative at the conference. Prior to the conference at least one (1) formal evaluation will have been completed by the evaluator.

2. During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for non-renewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment is contemplated by either the individual or the school district.
3. A probationary period of sixty school days shall be established. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW 28A.405.300. The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her of deficiency. The establishment of the probationary period and the giving of the notice to employee of deficiency shall be by the school district superintendent and need not to be submitted to the board of directors for approval.
4. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee.
5. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency. Such additional certificated employee shall be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation.
6. The probationer may be removed from probation if he or she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in his or her improvement program. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification the probationary shall constitute grounds for a finding of probable cause under RCW 28A.405.300 or RCW 28A.405.210
7. Non-renewal of a provisional employee does not require probation contained in this Agreement.

## **ARTICLE VI - ECONOMIC PROVISIONS**

### **SECTION A - INSURANCE BENEFITS**

The District shall provide basic and optional benefits through the School Employees Benefits Board (SEBB) under the rules and regulations adopted by the SEBB.

### **SECTION B - PAYROLL DEDUCTIONS**

1. The District shall make a payroll deduction for Association dues and assessments upon receipt of a written authorization executed by an individual employee. Any deductions for political contributions subject to RCW 42.17A.495 shall be separately authorized in writing by the employee on forms that comply with WAC 390.17.100, and be revocable by the employee at any time. The District shall provide all employees notice of their rights regarding payroll deductions for political contributions under WAC 390-17-110.
2. Prior to the beginning of each school year, the Association will give written notice to the District of the dollar amount of dues and assessments required of an Association member. The amount for deductions shall not be subject to change during the school year. The deductions authorized by the above provisions will be made in twelve (12) equal amounts from each paycheck beginning the pay period of September through the pay period in August of each year. Employees who commence employment after September or terminate employment before June shall have their deductions prorated. Each month during the school year, the District will send the Association all money deducted for dues accompanied by a list of names of those employees for whom payroll deductions were made.
3. The Association will refund to the District any amounts paid to it in error.
4. The Association and its affiliates will defend, indemnify, and hold the District harmless against all liability, including allegations, claims, actions, suits, demands, damages, obligations, losses, settlements, judgments, costs and expenses (including attorneys' fees) that arise out of any action taken or not taken by the District in implementation of this section.
5. Other Deductions: Upon appropriate written authorization from an employee, the Board shall deduct from the salary of an employee and make appropriate remittance for, NEAPAC, annuities, United Way, US Savings Bonds, and insurance.

Deductions will be made for newly authorized and approved annuity plans having five (5) or more employees enrolled.

6. Employees requesting a change in payroll deductions shall request such change in writing, shall sign and date the request and shall submit the request to the District payroll office prior to any action by the payroll office.
7. Employees required to drive their personal vehicles for district business may submit for reimbursement core and district policies and pursuant to board policy 6213.

### **SECTION C - SALARY PAYMENT METHOD**

In accordance with State law, all employees shall be paid in twelve (12) monthly installments. Each check shall contain one-twelfth (1/12) of the contracted salary. Payroll information shall be made available to the employees on the last business day of each month.

Correction for underpayment shall be made as soon as possible and no later than the last working day of the month following the underpayment, provided the error is made known to the accounting office by the fifteenth of the month prior to payday. If it is not, then the correction will be made in the following month. Hardships resulting from either

overpayment or underpayment will be resolved on an individual basis with the accounting office. All compensation owed to an employee who is leaving the district shall be paid at the first pay period following his/her last working day.

Salary increases due to certificated employees' movement on the salary schedule will be paid retroactively.

#### **SECTION D - SALARIES AND COMPENSATION**

The North Mason School District salary schedule shall be as attached at Appendix C

Salaries will become effective on September 1 of each year.

For 2025-26 school year, the salary schedule is attached on Appendix C.

For the 2026-27 school year, the base salary schedule shall be increased by the state-funded inflationary adjustment.

#### **SECTION E – PROFESSIONAL LEARNING**

- Three (3) days of professional learning directed by the District to be scheduled by the District on the calendar. Two of these days shall be prior to the start of the school year. The third day will be scheduled on the calendar in October. These three days are part of the employee's base contract and are paid at per diem.
- One (1) additional day of professional learning and preparation will be scheduled by the District on the calendar to occur prior to the school year for building-based activities. This day (7.5 hours) is paid at the curriculum rate.
  - o For the days listed above, the building instructional leadership team may approve alternative activities for special education staff, counselors or specialists within a building may propose, in advance, an alternative activity that supports the district/building improvement plan. In circumstances beyond the employee's control prevent attendance, the employee will work with their administrator to determine an alternate assignment/learning opportunity. This does not apply to the state required content.

Employees who work at more than one school shall work with their administrators to determine which school's professional development time they shall participate in.

In addition to the above, the District will provide to employees a supplemental contract to be provided for the duties related to professional learning referred to as the "professional learning stipend (PLS)." For the 2025-26 and 2026-27 school year, this shall be equal to 1.1% of the base salary. The PLS is provided as an incentive for the fulfillment of responsibilities related to the District's program of professional learning under RCW 28A.415.430. In consideration of this stipend, each employee shall commit to the full and meaningful participation in the District's comprehensive, sustained job embedded and collaborative approach to improving employee's effectiveness in raising student achievement. This includes a commitment to work collaboratively with others as a member of one or more professional learning communities (PLCs) on an ongoing basis to accomplish this goal.

In recognition of case management duties and the additional responsibilities associated therewith, all special education teachers and SLP/OT/PT/Psych staff shall receive \$6500 annual stipend paid on a supplemental contract on a monthly basis. In addition, special education teachers and SLP/OT/PT/Psych staff are eligible for ten release days to ensure case management and performance of the duties in Article III, Section D (E), including release from collaboration activities to be completed in the workspace of the employees choosing. These release days will be taken on Wednesdays on which the Teaching and Learning Calendar has them marked for "PLC".

Each case manager shall receive \$50 per completion of a compliant IEP.

#### **SECTION F - SALARY PROVISIONS**

Except as otherwise defined in this agreement, employees shall be placed on the salary schedule in Appendix C in accordance with their education and experience as defined by the laws and regulations applicable to the salary allocation model in effect in appendix C for the 2018-19 school year.

ESA employees will be placed on the salary schedule using the rules in effect for the 2018-19 school year without a limitation on the number of years the employee may accumulate on the salary schedule.

1. **Training Increment Requirements**

- a. Training increments will be issued in accordance with Appendix C.
- b. Training increments shall be issued as set forth in the current salary schedule and this Agreement provided that sufficient proof (official transcript) is submitted to the Superintendent's office no later than October 1 of any school year.
- c. The District shall accept all clock hour and college credits that meet State Board of Education Approval Standards for clock hour and college credit. Credit for clock hours and college credit shall be in accordance with State approved allocation funding practices.
- d. Clock hours recognized and documented through a Clock Hour Transcript will be recognized on the North Mason salary schedule at the rate of 10 clock hours = 1 credit. Acceptable clock hours for movement will meet the criteria for credits described in other sections of Appendix C.
- e. For certificated employees who have earned a Masters' Degree, all hours in excess of 45 received after the BA will be applied toward master's placement.

2. **Employee Salary Responsibility**

Employees shall be responsible for keeping training and experience records current. Failure to do so will result in the loss of that portion of pay raise which would have been forthcoming had the record been kept current.

3. **Experience Outside District**

Full seniority rights of certificated personnel may be transferred from any school district, public school or community college. Placement on the salary schedule will be made with the same computation system as certificated personnel already placed on the schedule. Official notification from previous district(s) is required. This act is not retroactive.

4. **Full Time Credit**

In-District full-time hours per year equal the number of hours in a full-time day times the number of full-time days per school year (e.g.,  $7.5 \times 180 = 1350$ ). No more than one year of experience may be accumulated in any traditional nine-month school year or any 12-month period. For example, if a certificated instructional employee works a 1.0 FTE assignment and also works as a substitute teacher for another district during the same 12-month year, that employee may not accumulate more than one year of experience for that 12-month period. Nothing in this section will be in conflict with the S275 Personnel Reporting Instructions.

5. **Part-Time or Substitute Credit**

A fractional year of credit may be established for part-time or substitute service or 20 or more days in a school year providing proof is submitted to Superintendent's office by October 1<sup>st</sup> of any school year. (Example: 45 days =  $45/180$  or  $\frac{1}{4}$  year experience credit.)

6. An employee with co-curricular duties shall be remunerated in equal payments for the remainder of the contract year.

7. Partial contracts for secondary employees working less than one full-time equivalent employee's schedule will be calculated at the per diem rate times number of periods taught, divided by the number of periods in the day minus one, multiplied by the number of contract days with pro-rata required planning time.

## **ARTICLE VII- GRIEVANCE PROCEDURE**

### **SECTION A - DEFINITIONS**

1. A grievance is an alleged misinterpretation of, misapplication of, or violation of, the terms and/or provisions of this Agreement by the Employer.
2. A grievant shall mean an individual and/or the Association.
3. Nothing contained herein shall be construed as limiting the right of any employee having a complaint to discuss the matter informally with any appropriate member of the administration.

### **SECTION B - PROCEDURE OF PROCESSING GRIEVANCES**

1. Immediate Supervisor - Step One Timeline
  - a. The grievant and the Association representative or the Association may orally present a grievance to the immediate supervisor. If the grievance is not settled orally, the grievance shall be presented to the immediate supervisor within twenty (20) working days after the occurrence of the grievance or within twenty (20) working days from the time of the grievance or the Association should have reasonably become aware of the events giving rise to the grievance, whichever is later.
  - b. The "Statement of Grievance" (Appendix A) shall name the grievant(s) involved, the facts giving rise to the grievance, provision(s) of the Agreement alleged to be violated and the remedy (specific relief) requested.
  - c. The immediate supervisor, upon receipt of the written grievance, shall sign and date the grievance form and shall give a copy of the grievance form to the grievant(s), Association representative and the Superintendent. The immediate supervisor shall answer the grievance in writing ("Decision of Immediate Supervisor [Step One]", Appendix A) within five working days after receipt of the grievance.

The answer shall include the reasons upon which their decision was based. They shall concurrently send a copy of the grievance, his decision, if any, and all supportive evidence to the grievant(s), Association representative and Superintendent.

2. Superintendent – Step Two Appeal
  - a. If no satisfactory settlement is reached at Step One, the grievance may be appealed to Step-Two, Superintendent, or his designated representative, within seven (7) working days of receipt of the decision in Step-One.
  - b. The Superintendent or his designated representative shall arrange for a grievance meeting with grievant(s) and/or his designated representative within seven (7) working days of receipt of the Step Two appeal. The purpose of this meeting shall be to affect a resolution of the grievance.
  - c. The superintendent or his designated representative shall provide a written decision, incorporating the reasons upon which the decision was based to the grievant(s), and/or Association representative within five (5) working days from the conclusion of the meeting. The decision rendered at Step Two shall be considered the final decision of the Employer.

### 3. Arbitration - Step Three Appeal

- a. If no satisfactory settlement is reached at Step Two, the Association may, within thirty (30) working days of the receipt of the Step Two decision, appeal the final decision of the Employer to the American Arbitration Association for arbitration under the voluntary rules which shall likewise govern the arbitration proceeding except a request for a list of fifteen (15) potential arbitrators will be made, and provided further the Association shall have the option of having the arbitrator selected through the Federal Mediation and Conciliation Service (FMCS) if the latter is chosen the request to FMCS will include a request for a list of at least fifteen (15) arbitrators. From the list, whether from AAA or FMCS, each party will separately strike unacceptable arbitrators and rank the remaining in order of preference. The highest-ranking common arbitrator remaining on the list shall be selected. If there is no common arbitrator after the striking and ranking process, an additional list will be requested from the applicable agency. Any grievance arising out of or relating to the interpretation or application of the terms and/or provisions of this agreement may be submitted to arbitration unless specifically and expressly excluded within this article.
- b. Ten (10) working days' notice shall be given to both parties of the time and place of the hearing. The arbitrator will issue their decision within twenty (20) days from the date final written briefs have been submitted, or if revised by both parties, twenty (20) days after the completion of the hearing.
- c. The arbitrator's decision will be in writing and will set forth his findings of fact, reasoning and conclusions on the issues submitted to him. The decision of the arbitrator shall be final and binding upon the Employer, the Association and the grievant(s).

#### **SECTION C - JURISDICTION OF ARBITRATOR**

1. The arbitrator shall decide all substantive and procedural arbitrability issues arising under this Agreement.
2. Upon request of either party, the merits of a grievance and the substantive and procedural arbitrability issues arising in connection with that grievance shall be consolidated for hearing before the arbitrator and in no event shall an arbitrator resolve the arbitrability of a grievance without first having heard the merits of the grievance.
3. The arbitrator shall have no power to alter, add to, or subtract from the terms and/or provisions of this Agreement.
4. Matters involving supplemental contracts, employee probation, discharge, evaluation, non-renewal of employment, reduction-in-force, and non-renewal of provisional employees are exempted and excluded from being arbitrable under this Article, unless specifically provided for elsewhere in this Agreement.

#### **SECTION D - TIME LIMITS**

1. Time limits provided in this procedure may be extended by mutual agreement when signed by the parties.
2. Failure on the part of the Employer at any step of this procedure to communicate the decision on a grievance within the specific time limit shall permit the Association to lodge an appeal at the next step of this procedure.
3. Any grievance not advanced by the grievant from one step to the next within the time limits of that step shall be deemed resolved by the employer's answer at the previous step.
4. In order to expedite grievance adjudication, the parties agree that any Association grievance, class action grievances and grievances involving the evaluation procedures will be lodged at Step Two of this procedure.

## SECTION E - REPRISALS

No reprisal of any kind will be taken by the Employer against any employee because of his participation in any grievance.

## SECTION F - COSTS

The fees and expenses of the arbitrator shall be shared equally by the parties. All other expenses shall be borne by the party incurring them.

## ARTICLE VIII - DURATION, SEPARABILITY, AND ATTEST

### SECTION A - DURATION

This contract shall become effective on the date of final signing by the parties and shall remain in effect until August 31, 2027.

### SECTION B - SEPARABILITY

All wages, hours, terms and conditions of employment that are subject to negotiations between the parties have been considered by the parties hereto and this Agreement is the final, fully integrated Agreement between the parties. The Board through the authorized representatives of the Board, shall be responsible for administering this Agreement. The Employer agrees to notify the Association of any contemplated changes to include new interpretations and/or applications of existing policies and/or practices not covered by this Agreement that affect wages, hours, terms and conditions of employment.

### SECTION C - FUNDING

In the event of revenue reductions to the district, the parties will meet immediately to address funding reductions upon request of either party. In the event the district receives additional funding specifically for certificated employee compensation beyond the inflationary adjustment, either party may request to reopen to discuss the impact of such adjustment.

### SECTION D - SALARY COMPLIANCE

No provision of this section shall be interpreted or applied so as to place the District in breach of the salary limitations imposed by state law or subject the District to a state-funding penalty. Should any state agency or court declare that the District is in breach of salary limitations imposed by state law or subject the District to a state-funding penalty, the parties shall reopen the agreement.

### SECTION E - RE-OPENERS

Any and all parts of this contract can be re-opened for revision by mutual agreement of the association and the district.

### SECTION F - ATTEST


IN WITNESS WHEREOF, the parties have executed this Agreement the day and year written below:

For the association:

For the Board of Directors

\_\_\_\_\_  
President

\_\_\_\_\_  
President

  
Anne Johnson (Sep 17, 2025 16:41:28 PDT)



\_\_\_\_\_  
Negotiator

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Sep 17, 2025

\_\_\_\_\_  
Sep 17, 2025

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

APPENDIX A

FORMAL STATEMENT OF GRIEVANCE – (STEP 1)

Type or Print:

Grievant(s): \_\_\_\_\_

Date of Formal Presentation \_\_\_\_\_

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

School Phone: \_\_\_\_\_

Immediate Supervisor: \_\_\_\_\_

Date Alleged Violation Occurred: \_\_\_\_\_

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I. Facts giving rise to the grievance:

II. Remedy (specific relief) requested:

\_\_\_\_\_  
Signature of Grievant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Association Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Immediate Supervisor

\_\_\_\_\_  
Date

Distribution

Immediate Supervisor

Association Representative  
Superintendent  
Grievant(s)

APPENDIX A

DECISION OF IMMEDIATE SUPERVISOR – (STEP 1)

(To be completed by immediate supervisor within five (5) business days after receipt of grievance)

Type or Print:

I. Grievant(s): \_\_\_\_\_

Date of Formal Presentation \_\_\_\_\_

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

Decision of Immediate Supervisor and Reasons Therefore:

\_\_\_\_\_  
Signature of Immediate Supervisor      Date of Decision

II. Grievant's Response:

\_\_\_\_\_ I accept the above decision

\_\_\_\_\_ I hereby refer the above decision to Step Two of the Grievance Procedure

\_\_\_\_\_  
Signature of Grievant      Date of Response      Signature of Association Representative

Distribution

Immediate Supervisor

Association Representative  
Superintendent  
Grievant(s)

APPENDIX A

DECISION OF IMMEDIATE SUPERVISOR – (STEP 2)

(To be completed by the Superintendent or Designee within five (5)  
business days from the conclusions of the Step Two grievance meeting)

Type or Print:

I. Grievant(s): \_\_\_\_\_ Date of Grievance Meeting: \_\_\_\_\_

Decision of Superintendent or Designee and Reasons Therefore:

\_\_\_\_\_  
Signature of Immediate Supervisor      Date of Decision

II. Grievant's Response:

\_\_\_\_\_ I accept the above decision by the Superintendent

\_\_\_\_\_ I hereby appeal the decision to arbitration

\_\_\_\_\_  
Signature of Grievant      Date of Response      Signature of Association Representative

Distribution

Immediate Supervisor  
Association Representative  
Superintendent  
Grievant(s)

APPENDIX B

Lesson Plan: Pre-Conference/Long-Term Planning Tool

Name:	Grade Level:	Subject:	Date:
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Subject or Lesson Observed		
Topic		
<b>Objectives*</b> What are your learning outcomes for this lesson? What do you want the students to understand?	1c SC4	
<b>Content Standards</b> What important skills or concepts will students be able to demonstrate from this lesson as it relates to the curriculum and/or standards? How does this learning “fit” with the sequence of what you’ve learned for this particular class?	1a SC4	
<b>Success Criteria</b> What will the students be doing if they understand the material or content?	1f SC6	
<b>Pre-Requisite Knowledge</b> What will students need to know before this lesson is taught?	1a SC4	
<b>Learning Activities</b> How will the students be engaged? What will you do and what will the students do?	1e SC4	
<b>Grouping</b> Will the students work individually or as a large group? Provide any worksheets or materials that the students will be using.	1e SC4	
<b>Assessment</b> How and when will you know whether the students have learned what you intend?	1f SC6	
<b>Materials</b> How do you plan for the use of instructional materials or other resources?	1d SC4	
<b>Differentiation:</b> Briefly describe the students in this class, including those with special needs.	1b SC3	
<b>Extension</b> Does the student’s evidence of learning align with the objective and/or the learning targets?	1f SC6	

**APPENDIX B**  
**NORTH MASON SCHOOL DISTRICT**

CERTIFICATED SUPPORT PERSONNEL  
PERFORMANCE OBSERVATION FORM

Name of Employee: \_\_\_\_\_ Position: \_\_\_\_\_ School: \_\_\_\_\_

Observation Date: \_\_\_\_\_ , 20\_\_ Time Started: \_\_\_\_\_ Time Ended: \_\_\_\_\_

Dates of Conferences:

Pre-Observations (if any): \_\_\_\_\_ , 20\_\_ Post Observation: \_\_\_\_\_ , 20 \_\_

Observations	Conclusions Drawn

Evaluator’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_ , 20 \_\_\_\_

Employee’s signature indicates receipt of this observation report. Employee’s signature does not necessarily imply agreement with the contents of this observation report. The employee has the right of addendum. Such a statement may be attached within five (5) calendar days. Check here if attached ( ). Such addendum must bear the signature of the evaluator and date of receipt, indicating only that the evaluator has seen it.

Evaluator’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_ , 20 \_\_\_\_

<b>CERTIFICATED SUPPORT PERSONNEL PERFORMANCE EVALUATION</b>
--

Name of Employee: \_\_\_\_\_ Position: \_\_\_\_\_ School: \_\_\_\_\_

Evaluation Period \_\_\_\_\_ to \_\_\_\_\_

Rating:	Meets Expectations (1)	Does Not Met Expectations (2)
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Professional Skills: \_\_\_\_\_

Knowledge and Scholarship in Special Field: \_\_\_\_\_

Specialized Skills: \_\_\_\_\_

Management of Special and Technical Environment: \_\_\_\_\_

Professionalism: \_\_\_\_\_

Involvement in Assisting Student, Parents &amp; Educational Personnel: \_\_\_\_\_

Management and General School Service: \_\_\_\_\_

\*\*\*\*EVALUATOR'S SUMMARY STATEMENT\*\*\*\*

The Evaluator will make a summary statement regarding each employee's overall performance. Comments relating directly to evaluative criteria and/or observation records are required for all "Does Not Meet Expectations (2)" remarks.

I find this employee's performance to be:

- ☐ Satisfactory
- ☐ Unsatisfactory

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_, 20\_\_\_\_

Employee's signature indicates receipt of this observation report. Employee's signature does not necessarily imply agreement with the contents of this observations report. The employee has the right of addendum. Such a statement may be attached within five (5) calendar days. Check here if attached ( ). Such addendum must bear the signature of the evaluator and date of receipt, indicating only that the evaluator has seen it.

Employee's signature: \_\_\_\_\_ Date: \_\_\_\_\_, 20\_\_\_\_

**APPENDIX B**  
**NORTH MASON SCHOOL DISTRICT**

**CERTIFICATED SUPPORT PERSONNEL EMPLOYEE PERFORMANCE  
EVALUATION ADDITIONAL COMMENT SHEET**

Name of Employee: \_\_\_\_\_ Assignment: \_\_\_\_\_ Dept. or School: \_\_\_\_\_

Evaluation Period \_\_\_\_\_ to \_\_\_\_\_

Additional Comments:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_, 20\_\_\_\_

Employee's signature indicates receipt of this observation report. Employee's signature does not necessarily imply agreement with the contents of this observations report. The employee has the right of addendum. Such a statement may be attached within five (5) calendar days. Check here if attached ( ). Such addendum must bear the signature of the evaluator and date of receipt, indicating only that the evaluator has seen it.

Employee's signature: \_\_\_\_\_ Date: \_\_\_\_\_, 20\_\_\_\_

**APPENDIX B  
NORTH MASON SCHOOL DISTRICT**

CERTIFICATED SUPPORT PERSONNEL EMPLOYEE  
PROFESSIONAL GROWTH PROGRAM

Planning Worksheet

Staff Member: \_\_\_\_\_ Assignment/School: \_\_\_\_\_ Year: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Conference Dates: 1. \_\_\_\_\_  
2. \_\_\_\_\_

3. Goals/Activities:

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4. Outcome of Plans:

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5. Timeline(s), Procedures, Resources for Growth:

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6. Indicators of Growth/Summary of Progress:

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The employee will complete sections 1-3 above and bring it to the first meeting with the administrator. The administrator will retain a copy of tis form. Prior to the final meeting, the employee will complete section 4.

**APPENDIX B**  
**NORTH MASON SCHOOL DISTRICT**

**CERTIFICATED SUPPORT PERSONNEL EMPLOYEE**  
**PROFESSIONAL GROWTH PROGRAM**

Short Form Verification

Staff Member: \_\_\_\_\_ Assignment/School: \_\_\_\_\_ Year: \_\_\_\_\_

Has demonstrated teaching performance and has met statutory requirements.

The next evaluation cycle will be on the \_\_\_\_\_ form.

Rationale if cycle change:

Employee’s signature: \_\_\_\_\_ Date: \_\_\_\_\_ , 20\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_ , 20\_\_\_\_

APPENDIX C  
2025-2026 Salary Schedule

2025-2026 2.5% Update

STEP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
BA																	
Base Salary (180 days)	62,311.41	63,551.17	64,790.94	66,650.58	67,889.11	69,128.87	69,128.87	69,128.87	69,128.87	69,128.87	69,128.87	69,128.87	69,128.87	69,128.87	69,128.87	69,128.87	69,128.87
Professional Learning Days (3)	1,038.52	1,059.18	1,079.85	1,110.84	1,131.49	1,152.16	1,152.16	1,152.16	1,152.16	1,152.16	1,152.16	1,152.16	1,152.16	1,152.16	1,152.16	1,152.16	1,152.16
Professional Learning Stipend	660.52	673.66	686.80	706.51	719.65	732.78	732.78	732.78	732.78	732.78	732.78	732.78	732.78	732.78	732.78	732.78	732.78
Building Day	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78
Total	64,360.23	65,633.79	66,907.37	68,817.72	70,090.03	71,363.60	71,363.60	71,363.60	71,363.60	71,363.60	71,363.60	71,363.60	71,363.60	71,363.60	71,363.60	71,363.60	71,363.60
BA+45																	
Base Salary (180 days)	71,607.17	72,846.91	77,184.86	79,044.52	80,284.26	81,522.80	83,382.45	84,622.22	84,622.22	84,622.22	84,622.22	84,622.22	84,622.22	84,622.22	84,622.22	84,622.22	84,622.22
Professional Learning Days (3)	1,193.45	1,214.11	1,286.42	1,317.41	1,338.08	1,358.71	1,389.71	1,410.37	1,410.37	1,410.37	1,410.37	1,410.37	1,410.37	1,410.37	1,410.37	1,410.37	1,410.37
Professional Learning Stipend	759.05	772.20	818.19	837.90	851.04	864.17	883.88	897.03	897.03	897.03	897.03	897.03	897.03	897.03	897.03	897.03	897.03
Building Day	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78
Total	73,909.45	75,183.01	79,639.24	81,549.60	82,823.16	84,095.46	86,005.81	87,279.40	87,279.40	87,279.40	87,279.40	87,279.40	87,279.40	87,279.40	87,279.40	87,279.40	87,279.40
MA/BA+90																	
Base Salary (180 days)	79,664.39	82,142.69	83,382.45	85,240.86	86,480.62	87,720.39	89,580.03	90,818.56	92,058.35	92,058.35	92,058.35	92,058.35	92,058.35	92,058.35	92,058.35	92,058.35	92,058.35
Professional Learning Days (3)	1,327.74	1,369.04	1,389.71	1,420.68	1,441.34	1,462.01	1,493.00	1,513.64	1,534.30	1,534.30	1,534.30	1,534.30	1,534.30	1,534.30	1,534.30	1,534.30	1,534.30
Professional Learning Stipend	844.47	870.74	883.88	903.58	916.72	929.86	949.58	962.70	975.85	975.85	975.85	975.85	975.85	975.85	975.85	975.85	975.85
Building Day	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78
Total	82,186.39	84,732.25	86,005.81	87,914.90	89,188.47	90,462.04	92,372.40	93,644.68	94,918.28	94,918.28	94,918.28	94,918.28	94,918.28	94,918.28	94,918.28	94,918.28	94,918.28
MA+45/BA+135																	
Base Salary (180 days)	87,100.50	88,340.28	89,580.03	91,438.46	92,678.20	93,917.98	95,776.37	97,016.14	98,255.91	100,114.31	101,354.08	102,593.85	102,593.85	102,593.85	102,593.85	102,593.85	102,593.85
Professional Learning Days (3)	1,451.68	1,472.34	1,493.00	1,523.97	1,544.63	1,565.30	1,596.27	1,616.94	1,637.60	1,668.58	1,689.23	1,709.89	1,709.89	1,709.89	1,709.89	1,709.89	1,709.89
Professional Learning Stipend	923.30	936.43	949.58	969.28	982.42	995.56	1,015.25	1,028.40	1,041.54	1,061.24	1,074.38	1,087.53	1,087.53	1,087.53	1,087.53	1,087.53	1,087.53
Building Day	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78
Total	89,825.26	91,098.83	92,372.40	94,281.49	95,555.04	96,828.62	98,737.68	100,011.26	101,284.83	103,193.91	104,467.48	105,741.05	105,741.05	105,741.05	105,741.05	105,741.05	105,741.05
MA+90/BA+180																	
Base Salary (180 days)	92,968.82	94,208.58	95,410.94	97,306.76	98,546.52	99,786.28	101,644.70	104,131.72	106,618.72	109,725.62	113,458.64	114,987.78	116,847.43	118,085.95	119,325.71	121,991.99	121,992.51
Professional Learning Days (3)	1,549.48	1,570.15	1,590.19	1,621.78	1,642.44	1,663.10	1,694.08	1,735.53	1,776.98	1,828.76	1,890.98	1,916.46	1,947.46	1,968.10	1,988.77	2,033.20	2,033.21
Professional Learning Stipend	985.50	998.65	1,011.38	1,031.48	1,044.63	1,057.77	1,077.47	1,103.82	1,130.20	1,163.13	1,202.69	1,218.91	1,238.62	1,251.75	1,264.89	1,293.15	2,536.57
Building Day	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78	349.78
Total	95,853.58	97,127.16	98,362.28	100,309.79	101,583.37	102,856.94	104,766.03	107,320.85	109,875.67	113,067.30	116,902.10	118,472.93	120,383.29	121,655.58	122,929.15	125,668.13	126,912.07

**Appendix C**  
**Stipend Salary Schedule**

Stipend Schedule				Curriculum Hourly Rate			
\$ 62,972				\$ 46.65			
School/ Program	Stipend Type	Multiplier	Stipend Amount	School/ Program	Stipend Type	Multiplier	Stipend Amount
NMHS	Leadership/ASB Advisor	8	\$ 5,038	HMS	ASB Advisor	3	\$ 1,889
	Class Advisor	1.5	\$ 945		Club Advisor	1.5	\$ 945
	Philosophy, Anime, Ceramics, Art, GSA, Girls Who Code, Drama, Interact	1.5	\$ 945		Music Director	8	\$ 5,038
	Knowledge Bowl	2.5	\$ 1,574		WEB*	3	\$ 1,889
	Newspaper	3	\$ 1,889		Yearbook Advisor	3	\$ 1,889
	Yearbook	3	\$ 1,889		TSA	3	\$ 1,889
Drama	Play Producer/ Director	5	\$ 3,149	Elementary	Music Director	4	\$ 2,519
	Musical Producer	7	\$ 4,408		Marimba, Drama, Choir, Envision Science	1.5	\$ 945
	Musical Orchestra	3	\$ 1,889	Additional Stipends	Leadership Stipend Per Staff Member**	2	\$ 1,259
Music	Instrumental Jazz	5	\$ 3,149		Additional Stipend Amount Available Per Building for the formation of 2 additional clubs during the school year.		
	Marching/Pep	9	\$ 5,667		BE		\$ 1,500
	Vocal	2	\$ 1,259		SH		\$ 1,500
Vocational / CTE	TSA	4	\$ 2,519		HMS		\$ 1,500
	FFA	4	\$ 2,519		NMHS		\$ 1,500
	DECA	4	\$ 2,519		JTHS		\$ 1,500
	SkillsUSA	4	\$ 2,519				

\*If more than one staff holds this position the stipend must be split or it needs to be taken from the building stipend allocation.

\*\*Leadership Stipends are capped at \$12,590 per building and may not exceed \$1,259 per staff member. Any exception needs written approval by the Superintendent or designee.

**APPENDIX D**

North Mason School District – Certificated Staff

**UNUSED PERSONAL LEAVE CASH-OUT**

Name\_\_\_\_\_

(An employee who has more than two days accumulated and unused personal leave at the end of the school year, may submit a written request in June to be paid a bonus of \$200 for each day over two (2) days. Payment will be made to employees who’ve submitted a written request to cash-out unused personal days in July.) See NMEA CBA page 26 for more information.

I have verified through employee access I have more than two days of accumulated and unused personal leave and would like to cash out \_\_\_\_\_personal days @ \$200 each for a total of \$ \_\_\_\_\_

Please have Supervisor sign before they leave in June.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

## **APPENDIX D**

### **Just Causes and Weingarten Rights**

These seven (7) key tests are as follows:

- **Notice:** Did the Employer give to the Employee forewarning or foreknowledge of the possible or probable consequences of the Employee's conduct?
- **Reasonable Rule or Order:** Was the Employer's rule or managerial order reasonably related to (a) the orderly, efficient, and safe operation of the Employer's business, and (b) the performance that the Employer might properly expect of the Employee?
- **Investigation:** Did the Employer, before administering the discipline to an Employee, make an effort to discover whether the Employee did, in fact, violate or disobey a rule or order of management?
- **Fair investigation:** Was the Employer's investigation conducted fairly and objectively?
- **Proof:** At the investigation, did the "judge" obtain substantial evidence or proof that the Employee was guilty as charged?
- **Equal Treatment:** Has the Employer applied its rules, orders and penalties even-handedly and without discrimination to all employees?
- **Penalty:** Was the degree of discipline administered by the Employer in a particular case reasonably related to (a) the seriousness of the Employee's proven offense, and (b) the record of the Employee in his service with the Employer?

Even though arbitrators have described these seven (7) tests as embodying the common law of arbitration, they are not applied mechanically without regard to the workplace setting and circumstances in which they are applied. It is, however, safe to state that the most paramount test is that of adequate proof by the Employer, since if an infraction has not been proved, then any penalty is unjust.

**APPENDIX D****Just Cause -The Seven Tests****1. Was the employee adequately warned of the consequences of his conduct?**

The warning may be given orally or in printed form. An exception may be made for certain conduct, such as insubordination, coming to work drunk, drinking on the job, or stealing employer property, that is so serious that the employee is expected to know it will be punishable.

**Example:** If an employee is told to stop using vulgar language and told that if he continues he will be disciplined, that may be adequate warning. However, if a boss comes up to an employee and says "I'm tired of your swearing, cut it out", and then the next day fires the employee for swearing again, that may not be adequate warning.

**2. Was the employer's rule or order reasonably related to efficient and safe operations?**

**Example:** A boss makes a rule that all employees must wear red tee shirts and they must be tucked in so they don't get caught in machinery. An employee is fired for wearing a blue tee shirt that was tucked in. Making a rule that tee shirts must be tucked in so they won't get caught in machinery may be reasonable and related to safety, but demanding the tee shirt be blue isn't related to safety or efficiency.

**3. Did management investigate before administering the discipline?**

The investigation normally should be made before the decision to discipline is made. Where immediate action is required, however, the best course is to suspend the employee pending investigation with the understanding that he will be restored to his job and paid for time lost if he is found not guilty.

**Example:** The boss fires a worker for stealing and then demands evidence from the union that the worker isn't guilty. At the grievance meeting the boss admits he never investigated the incident, just took another employee's word. This probably wouldn't hold up. If the union has facts to prove the employee's innocence they should be presented to the boss, even though he failed to properly investigate the case.

**4. Was the investigation fair and objective?**

**Example:** If an incident happened does the employer interview everyone present or only management people who were present. If the employer refuses to interview non-management workers then the investigation may not be fair.

**5. Did the investigation produce substantial evidence or proof of guilt?**

It is not required that the evidence be preponderant, conclusive, or "beyond reasonable doubt," except where the alleged misconduct is of such a criminal or reprehensible nature as to stigmatize the employee and seriously impair his chances for future employment.

**Example:** Here it is obvious that workers have less rights inside the workplace than they would have in civil court, still the boss must have real evidence, not guesses. Again the boss cannot just try to make a worker prove his or her innocence, without presenting proof of guilt.

**6. Were the rules, orders, and penalties applied evenhandedly and without discrimination?**

If enforcement has been lax in the past, management cannot suddenly reverse its course and begin to crack down without first warning employees of its intent.

**Example:** This is the most common form of discrimination. An employer decides to suspend Mary for taking too long at lunch, but lets the employees who eat lunch with a supervisor take 8 extra time every day. This would not hold up. However, if the employer tells everyone that starting on Monday employees will be disciplined for taking too long at lunch and on Tuesday Mary comes back late and everyone else has been on time, she may be disciplined.

**7. Was the penalty reasonably related to the seriousness of the offense and the past record?**

If employee A's past record is significantly better than that of employee B, the employer properly may give employee A lighter punishment than employee B for the same offense.

**Example:** The classic example is two employees get in an argument and shove each other. One has 25 years service with a clean record. The other has 3 years service with lots of warnings and discipline. Based upon the workers seniority and records, the employer may give the older 20 worker less punishment than the other worker.

# Coversheet

## Establishing a Club

<b>Section:</b>	II. Consent Items
<b>Item:</b>	G. Establishing a Club
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Establishing a club-SH Leadership.pdf Establishing A club-HS TSA.pdf

## Establishing a Club

### Requesting Approval for starting a new ASB Club or Activity

**Name of Club or Activity Requested:** Sand Hill Leadership

**Describe proposed activities and goals of Club:** This club is designed to help students develop essential life skills such as leadership, responsibility, and empathy. Through hands-on experiences and collaborative projects, members will strengthen their abilities in teamwork, communication, and initiative. Students will take part in meaningful activities that benefit the school community, including organizing school-wide events like a talent show, creating a Kindness Wall to promote positivity, Participating in PBIS assemblies, designing and publishing a student-led newsletter. Students can serve Serving as role models and mentors for younger grades. By joining this club, students will grow as leaders while making a positive impact on their peers and school environment.

**Describe how money will be raised to fund activities:** We don't need money for this activity.

**Funds raised will be used to:** Click here to enter text.

**Name of proposed advisor in charge of activities:** Allie Stolz (Wojtanowicz)

**Budget capacity requested:** Click here to enter text.

**Submitted by:** Allie Stolz (Wojtanowicz)

**Date:** 9/8/2025

Principal: Approved ☒ Denied ☐

Signature:

*Jessica Collins*

ASB:

Approved ☒ Denied ☐

Signature:

*Uma C. Bailey*

Board of Directors:

Date [Click here to enter a date.](#)

Approved ☐ Denied ☐ Signature: \_\_\_\_\_

## Establishing a Club

### Requesting Approval for starting a new ASB Club or Activity

Name of Club or Activity Requested: TSA

Describe proposed activities and goals of Club:

- States
- Community outreach
- Food drives
- fundraising

Describe how money will be raised to fund activities:

- McTakeovers
- Car washes
- Wreath making
- Cookie sales

Funds raised will be used to:

go to state competitions, purchase equipment.

Name of proposed advisor in charge of activities: BRANDI KIVI

Budget capacity requested: \$5-10,000

Submitted by: BRANDI KIVI

Date: 9/5/25

Principal: Approved ☒ Denied ☐

Signature: [Signature]

ASB: Approved ☒ Denied ☐

Signature: [Signature]

Board of Directors:

Date

Approved ☐ Denied ☐ Signature: \_\_\_\_\_

# CONSTITUTION OF THE TSA CLUB OF NORTH MASON HIGH SCHOOL

## Preamble

We, the students, for the promotion of good government, good sportsmanship, student activities, and the general welfare of the students of NMHS School, establish this Constitution of the TSA Club.

## Article 1. Name of Organization

Section A. It is resolved that the name of this organization shall be the TSA Club of NMHS School.

## Article 2. Purpose

The purposes of this organization shall be to:

### Section A.

1. To create submissions for WTSA competitions
2. To achieve leadership status in the school and community

### Section B.

- 1.
- 2.

## Article 3. Membership

Section A. Membership in TSA Club is established by club application

Section B. Membership in TSA Club is maintained by BA membership system.

## Article 4. Duties

Section A. Duties of TSA Club

1. To create submissions for state competitions
2. To assist
3. To achieve
4. To organize food drives and fundraising
5. To attend competitions
6. To support the school and community
7. To raise funds for WTSA competition and outreach activities
- 8.
- 9.

## Article 5. Amendments

Section A. This constitution shall be amended by a 2/3 majority vote of the membership provided.

Adopted on this \_\_\_\_ day of \_\_\_\_, 20\_\_.

through TSA records

by: \_\_\_\_\_

approved by: \_\_\_\_\_

Name of club:

Robotics club

TBA

Describe proposed activities:

In the robotics club we build robots. We go from making very simple robots with only one function to making robots with several functions. We will also have separate teams to complete separate tasks. Our building team is going to make the body of the robot including the wiring. Our programming team is going to make the brain of the robot and control the actions of the robot. Our design team will then draw a 3d model of the design and functions of the robot. We will also have a team of people taking pictures, editing videos, designing posters and making videos about new or upcoming robots, funny things that happen in the club or skits about the club. The goal of the robotics club is to learn more about robotics, engineering, working with teams, communication, and to have fun doing what they love.

Money will be raised by fundraising. If approved, we will be selling knitted coasters and mug sleeves during lunch in the cafeteria. The product will be in the school's colors blue, black and white. Depending on how much is raised, we will also be selling outside of school at some local trade shows.

The funds raised will be used to fund all our activities that have been explained above. Getting the necessary parts, software, transportation fees, and a video editing platform. It will also be used for the snacks we provide in our club and any Partys we will host to celebrate a success.

The advisor in charge of activities is Mrs. Varbel Erin.

We do not request any money from the school because it will all be fundraised by the Club members.

Submitted by Serenity Acker

Date:2/6/2025

Lara Nadin

# Coversheet

## Facilities Presentation

<b>Section:</b>	III. Facilities, Maintenance, Safety and Security Presentation
<b>Item:</b>	A. Facilities Presentation
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Facilities power point for school board 9 22 25.pdf

# Facilities & Maintenance

# Introduction



# NMSD Facilities Stats 2025-26

- 250 Acres
- 420,622 Custodial Square Feet
- 2160 Student FTE not including TK and Running Start
- 402 Employees including coaches and subs
- 6 schools, 8 auxiliary buildings
- 396,000 total square feet of instructional space

# Facility Project Updates

2024-2025 School Year



# 2024-25 Projects

- 1.New well control panel with alarm auto dialer (grant)
- 2.AIOC ADA asphalt project (grant)
- 3.Multiple Chiller projects
- 4.Sand Hill fire panel replacement (grant)
- 5.Clean Bill Energy HB 1257 bench marking and audits(grant)
- 6.Working with our insurance provider insure safety within our schools. (Outside winter signage & installation of leak censors
- 7.Quotes for the Community Gym roof.

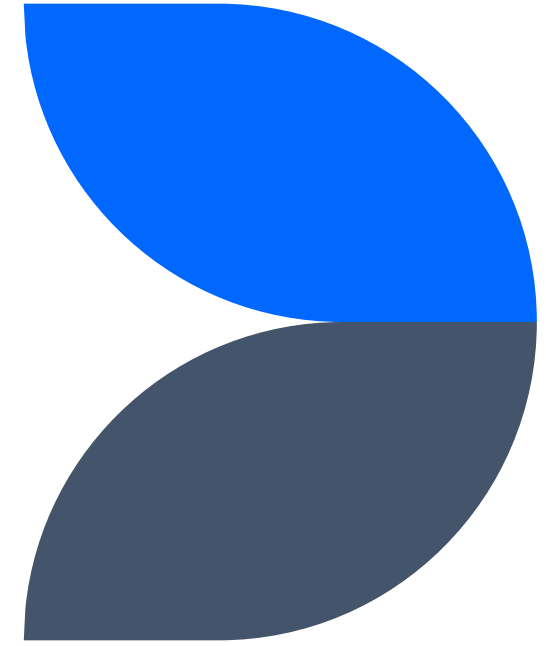


# Working with our Community Partners

- Safe Routes to Schools
- Fish Pen Project
- North Mason Regional Fire Authority (sharing facilities)
- Sand Hill Parks
- North Mason Kiwanis Club
- Community Bond Advisory Committee (CBAC)



# Long Range Planning



# Long Range Planning

Working with Facilities committee to update long range plans to include:

- 5-year plan
- 5-10 year plan
- 10-15 year plan,
- 15-20 year plan

Highlights include:

- Belfair replacement
- Sand Hill upgrades
- Utilities upgrade to meet EUI's as per House bill 1257
- Elementary school security cameras
- CTE enhancements
- Additional facilities to meet enrollment needs
- Playing field upgrades

# Thank you



# Coversheet

## Superintendent Update

<b>Section:</b>	IV. Board Development and Linkage
<b>Item:</b>	A. Superintendent Update
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	2025-26 Minimum Basic Education Requirement Collection-Review.pdf

## 2025-26 Minimum Basic Education Requirement Collection

### 2. School District/LEA Information

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**1. District or LEA Type**

Public School District

**2. School District or LEA Name**

**Name of the School District or LEA**

North Mason School District

**3. Confirm District Name and Leadership**

**Confirm Name of the School District**

North Mason School District

**Enter the School District or LEA Name**

**Superintendent's First Name**

Kristine

**Superintendent's Last Name**

Michael

**Superintendent's Email Address**

kmichael@northmasonschools.org

**4. The SBE will contact the superintendent by email if there are questions about survey responses. However, if the district prefers that a different person is contacted, please enter that person's contact information below. If the superintendent is the main point of contact, you do not need to re-enter their name, but you will need to re-enter their email address.**

**First Name**

Kristine

**Last Name**

Michael

**Email**

kmichael@northmasonschools.org

### 3. Grade Levels Offered

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**5. Will your school district serve ALL grades, kindergarten through grade 12, in the 2025-26 school year?**

Yes, the district will enroll students in ALL grades K-12

**6. How many schools in the district will serve students in any of the grades 9 through 12 in the 2025-26 school year? (Include schools that offer 9-12, but may not have full enrollment yet)**

2

### 4. Basic Education Requirement: Days of Instruction and Waivers

---

## 7. Minimum 180-Day School Year

([RCW 28A.150.220](#), [RCW 28A.150.203](#), [RCW 28A.150.315](#))

The Program of Basic Education requires that the school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades K-12, inclusive of any waivers granted by the Superintendent of Public Instruction. A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance, provided the district meets the conditions of the waiver.

Will your school district make accessible to all legally eligible students 180 days of instruction in the 2025-26 school year?

Yes, we have a calendar planned with 180 or more days

## 5. Basic Education Requirement: Instructional Hours

### 8. Kindergarten Minimum Instructional Hour Offering

([RCW 28A.150.205](#), [RCW 28A.150.220\(2\)](#), [RCW 28A.150.315](#))

The Program of Basic Education requires districts that offer kindergarten to have all-day kindergarten programs that comprise no fewer than 1,000 hours of instruction.

Will the school district make available to kindergarten students at least a minimum instructional hour offering of 1,000 hours in the 2025-26 school year?

Yes

9. How will your school district meet the minimum instructional hour requirement for grades 1-12 for the 2025-26 school year?

District-wide average of at least 1,027 hours

10. How many credits will atypical high school student have the opportunity to earn in your school district during the 2025-26 school year? (not including summer school, interim sessions, or other credit retrieval opportunities outside of the regular school day.)

7.5

## 7. High School Graduation Requirements: Subject Area and Credit Requirements

11. For the Class of 2026, will the school district require at least the following mandatory 17 [core credits](#) to earn a high school diploma (WAC [180-51-210](#))? Please check "yes" or no" for each subject area below

	Yes	No
4 credits of English	X	
3 credits of math (including the courses specified in WAC <a href="#">180-51-210</a> )	X	
3 credits of social studies (including the courses specified in <a href="#">180-51-210</a> )	X	
3 credits of science (including at least 2 credits of lab science)	X	
0.5 credits of health	X	
1.5 credits of physical education	X	
1 credit of arts	X	
1 credit of Career and Technical Education (or a course that meets program standards for an exploratory Career and Technical Education course)	X	

12. [RCW 28A.230.094](#) requires a one-half credit stand-alone course in civics as part of the 3 credits of social studies required for graduation. Civics content and instruction that is embedded in other social studies courses does not meet this requirement unless the social studies courses are for dual credit and include the content required by RCW 28A.230.094.

Will the district require at least a one-half credit stand-alone civics course as part of the 3 credits of social studies required for graduation in the 2025-26 school year?

Yes, the district requires at least .5 credits or more of a stand-alone civics course

13. [WAC 180-51-210](#) requires successful completion of Washington state history and government to earn a high school diploma. This is a requirement typically met in middle school and does not require high school credit. The requirement may be waived for certain students as outlined by the WAC. For the 2025-26 school year, will the district require completion of Washington state history and government to earn a high school diploma?

Yes. The requirement is typically completed in middle school for most graduates (in our district or another district).

14. [WAC 180-51-210](#) requires school districts to offer the opportunity for high school students to earn flexible credits toward their high school diploma, which include electives and personalized pathway requirements related to students' High School and Beyond Plans. Districts must offer, at minimum, 2 credits of world languages (including American Sign Language and American Indian Language) and 1 arts credit (in addition to the 1 arts core credit).

Will the school district offer the opportunity for high school students to earn flexible credits in the 2025-26 school year?

Yes

At minimum, will the school district offer the opportunity for high school students to take the following flexible credits to earn a high school diploma in the 2025-26 school year?

	Yes	No
2 credits of world languages (includes American Sign Language and American Indian languages)	X	
1 arts credit (in addition to 1 arts core credit)	X	

15. [Chapter 180-51 WAC](#) requires that students graduate high school with at least 24 credits as described on [SBE's website](#). (Individual students may be granted certain waivers of graduation requirements, such as a waiver of up to two flexible credits for individual circumstances).

For the Class of 2026, will the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC?

Yes

How many credits will be required to graduate in the 2025-26 school year?

More than 24 credits

16. All public high schools are required to provide a program, directly or in cooperation with local community colleges or another school district, for students who would like to apply for entrance to a baccalaureate-granting institution after high school graduation. This program must help such students meet the minimum college entrance requirements. ([RCW 28A.230.130](#))

In the 2025-26 school year, will each public high school in your district provide a program that helps students meet the [minimum college entrance requirements](#), including [College Academic Distribution Requirements \(CADRs\)](#), established by the Washington Student Achievement Council (WSAC)?

Yes

17. All public high schools must provide a program, directly or in cooperation with local community or technical colleges, skill centers, apprenticeship committees, or other school districts, for students who plan to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation. ([RCW 28A. 230. 130](#))

In the 2025-26 school year, will each public high school in your district provide a program for students who plan to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation?

Yes

**18. Which local high school graduation requirements will the school district require for the Class of 2026? (Requirements can be for credit or no credit).**

	Yes	No
Community Service		X
Culminating Project		X
Financial Education	X	
FAFSA or WASFA Completion		X
Other		X

## 8. High School Graduation Requirements: High School and Beyond Plan

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**19. In the 2025-26 school year, by 7th grade will students have taken a career and interest/skill inventory to inform their 8th grade class choices?**

Yes, students will take the inventory in Grade 7

**20. In the 2025-26 school year, by 8th grade will students have begun developing the High School and Beyond Plan (HSBP) on an annual basis?**

Yes, students will start developing the HSBP in Grade 8

**21. In the 2025-26 school year, will all 9th through 12th graders update their High School and Beyond Plan (HSBP) on an annual basis?**

Yes

**22. For the Class of 2026, will your school district require the annually-updated High School and Beyond Plan as a graduation requirement? (Decisions about whether a student has met the requirements for the High School and Beyond Plan are made locally per RCW [28A.230.212](#)).**

Yes

**23. NEW Requirement:**

[RCW 28A.230.215](#) requires school districts to move their High School and Beyond Plan to a statewide [universal online platform](#). In 2024, the Superintendent of Public Instruction (OSPI) chose the SchoolLinks platform to host the HSBP. All districts with a middle and/or high school must transition their HSBP to SchoolLinks within two years of OSPI developing the universal platform if they do not use it already. OSPI has given districts two date options for transitioning: Fall 2025 or Fall 2026.

**When does your school district plan to transition the HSBP to the SchoolLinks universal online platform?**

Fall 2026

**24. While waiting to implement the universal platform, will the district have an electronic or online HSBP platform for the 2025-26 school year as required by [RCW 28A.230.215](#)?**

Yes

**25. Will students complete High School and Beyond plan activities as part of a credit-bearing course in the 2025-26 school year?**

No

**26. How will the district offer the High School and Beyond Plan (HSBP) in the 2025-26 school year? Choose all that apply.**

It is offered with HSBP components embedded in other subject area course(s)

## 9. High School Graduation Requirements: Graduation Pathway Options

---

**27. For the 2025-26 school year, will the district annually provide information about graduation pathway options to students in grades 8 through 12 and their parents or guardians?**

Yes, the district begins providing annual graduation pathway information in Grade 8 (or Grade 9 if that is the lowest grade served)

**28. For the 2025-26 school year, will every student earning a high school diploma be required to complete at least one of the [nine graduation pathway options](#) that is in alignment with the student's high school and beyond plan?**

Yes

**29. School districts are encouraged to make the nine graduation pathway options specified below available to their students, yet have discretion in determining which options they will offer ([WAC 180-51-230](#)).**

**Which of the following graduation pathway options will be made available to the Class of 2026? Please answer "Yes" or "No" to each prompt.**

	Yes	No
<a href="#">State Assessments</a> in ELA and Math	X	
<a href="#">Dual Credit Courses</a> (Running Start, College in the High School, CTE Dual Credit)	X	
<a href="#">AP/IB/Cambridge</a> Courses/Exams	X	
<a href="#">SAT/ACT</a> College Entrance Exams	X	
<a href="#">Transition/Bridge to College Courses</a>	X	
<a href="#">Performance-based</a>		X
Combination	X	
Armed Services Vocational Aptitude Battery ( <a href="#">ASVAB</a> )	X	
<a href="#">Career and Technical Education Sequence</a>	X	

**Which of the following may be used to meet the graduation pathways requirement?**

	Yes	No
Advanced Placement (AP) ELA course(s) and/or exam(s)	X	
Advanced Placement (AP) math course(s) and/or exam(s)		X
International Baccalaureate (IB) ELA course(s) and/or exam(s)		X
International Baccalaureate (IB) math course(s) and/or exam(s)		X
Cambridge International (CI) ELA course(s) and/or exam(s)		X
Cambridge International (CI) math course(s) and/or exam(s)		X

**Which dual credit courses may be used to meet the graduation pathways requirement?**

	Yes	No
Running Start ELA course(s)	X	
Running Start math course(s)	X	
College in the High School ELA course(s)		X
College in the High School math course(s)	X	
CTA Dual Credit ELA course(s)		X
CTE Dual Credit math course(s)		X

**Which college entrance exam(s) may be used to meet the graduation pathway requirement?**

	Yes	No
SAT - ELA	X	
SAT - Math	X	
ACT - ELA	X	
ACT - Math	X	

**Which transition course(s) may be used to meet the graduation pathway requirement?**

	Yes	No
Transition/Bridge to College ELA course(s)	X	
Transition/Bridge to College math course(s)	X	

**Which subject(s) are available through the performance-based option?**

	Yes	No
ELA		
Math		

**10. Graduation Pathway Options: Additional Information**

**31. Please briefly explain why the school district will not offer a Performance-based option to meet graduation pathways in the 2025-26 school year?**

We do not have the staff or procedures to offer it this year.

**32. How many of the district's high schools will offer state assessments to meet graduation pathway requirements in the 2025-25 school year?**

2

**33. How many of the district's high schools will offer Running Start to meet graduation pathway requirements in the 2025-26 school year?**

2

**34. Running Start students and families do not pay tuition for courses (up to 1.4 FTE), but may have to pay for college fees, books, and/or transportation as outlined in the [Running Start FAQ](#). How will Running Start non-tuition costs be paid for in the 2025-26 school year?**

	The district offers to cover this cost for ALL students	The district offers to cover this cost for SOME students	The college (or at least one college if more than one) covers this cost for ALL students	The college (or at least one college if more than one) covers this cost for SOME students	This cost is paid by student/family/guardian/caregiver	This cost does not exist for the district's Running Start students
Non-tuition fees (including campus fees and instructional fees)						X
Books						X
Transportation						X
Tuition fees beyond 1.4 FTE						X

**35. How many of the district's high schools will offer College in the High School Courses to meet graduation pathway requirements in the 2025-26 school year?**

1

**36. Students and families do not pay for College in the High School (CiHS) as outlined in the [College in the High School FAQ](#). However, colleges may charge a fee if the CiHS course is offered by an out-of-state or private institution of higher education not defined in RCW 28B.10.063.**

**If students in your school district are charged a fee for College in the High School, how is that fee paid?**

The college does not charge a fee for College in the High School

**37. How many of the district's high schools will offer AP Courses that meet graduation pathway requirements in the 2025-25 school year?**

1

**38. How will Advanced Placement (AP) costs be paid for in the 2025-26 school year? (Washington offers a [fee subsidy](#) to income-qualifying students)**

All costs are paid by student/family/guardian/caregiver

**39. How many of the district's high schools will offer the SAT to meet graduation pathway requirements in the 2025-26 school year?**

2

**40. Will the district offer the SAT during the school day in the 2025-26 school year?**

No

**41. How will SAT costs be paid in the 2025-26 school year?**

All costs are paid by student/family/guardian/caregiver

**42. How many of the district's high schools will offer the ACT to meet graduation pathway requirements in the 2025-26 school year?**

2

**43. Will the district offer the ACT during the school day in the 2025-26 school year?**

No

**44. How will ACT costs be paid in the 2025-26 school year?**

All costs are paid by student/family/guardian/caregiver

**45. How many of the district's high schools will offer Transition/Bridge to College courses that meet graduation pathway requirements in the 2025-26 school year?**

1

**46. How many of the district's high schools will offer the Combination option to meet graduation pathway requirements in the 2025-26 school year?**

2

**47. How many of the district's high schools will offer the ASVAB to meet graduation pathway requirements in the 2025-26 school year?**

2

**48. Will the district offer the ASVAB during the school day in the 2025-26 school year?**

Yes

**49. How many of the district's high schools will offer the ASVAB during the school day in the 2025-26 school year?**

2

**50. How many of the district's high schools will offer at least one Career and Technical Education (CTE) course sequence that meets graduation pathway requirements in the 2025-26 school year?**

2

**51. How many Career and Technical Education (CTE) course sequences that meet graduation pathway requirements will be available in your district for the 2025-26 school year?**

5

**11. Dual Credit Barriers****52. How significant is each barrier to providing Advanced Placement (AP), Cambridge International (CI), and/or International Baccalaureate (IB) opportunities to students in your school district?**

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
School/district financial limitations				X
Lack of qualified instructors				X
Lack of instructor interest				X
Inequitable or insufficient instructor compensation				X
Insufficient training of instructors or administrators				X
Lack of administrative staffing capacity				X
Master scheduling challenges				X
Collaboration with higher education partners				X
Low enrollment (overall headcount and/or student preparedness)				X

**53. How significant is each barrier to Advanced Placement (AP), Cambridge International (CI) and/or International Baccalaureate (IB) access for students?**

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
Lack of options: Too few offerings to serve all interested students				X
Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc.				X
Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework				X
Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit				X
Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation				X
Perceptions of college credit transferability: Students do not believe credit is portable or useful				X
Lack of Internet				X
Overly restrictive eligibility criteria				X
Lack of transportation				X
Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations)				X

**54. How significant is each barrier to providing Running Start opportunities to students in your school district?**

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
School/district financial limitations			X	
Lack of qualified instructors		X		
Lack of instructor interest		X		
Inequitable or insufficient instructor compensation		X		
Insufficient training of instructors or administrators		X		
Lack of administrative staffing capacity			X	
Master scheduling challenges			X	
Collaboration with higher education partners			X	
Low enrollment (overall headcount and/or student preparedness)			X	

**55. How significant is each barrier to Running Start access for students?**

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
Lack of options: Too few offerings to serve all interested students			X	
Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc.			X	
Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework			X	
Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit			X	
Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation			X	
Perceptions of college credit transferability: Students do not believe credit is portable or useful			X	
Lack of Internet			X	
Overly restrictive eligibility criteria			X	
Lack of transportation			X	
Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations)			X	

**56. How significant is each barrier to providing College in the High School opportunities to students in your school district?**

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
School/district financial limitations			X	
Lack of qualified instructors			X	
Lack of instructor interest			X	
Inequitable or insufficient instructor compensation			X	
Insufficient training of instructors or administrators			X	
Lack of administrative staffing capacity			X	
Master scheduling challenges				X
Collaboration with higher education partners			X	
Low enrollment (overall headcount and/or student preparedness)				X

**57. How significant is each barrier to College in the High School access for students?**

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
Lack of options: Too few offerings to serve all interested students			X	
Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc.			X	
Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework			X	
Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit			X	
Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation			X	
Perceptions of college credit transferability: Students do not believe credit is portable or useful			X	
Lack of Internet			X	
Overly restrictive eligibility criteria			X	
Lack of transportation			X	
Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations)			X	

**58. How significant is each barrier to providing Career and Technical Education (CTE) opportunities to students in your school district?**

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
School/district financial limitations		X		
Lack of qualified instructors			X	
Lack of instructor interest			X	
Inequitable or insufficient instructor compensation	X			
Insufficient training of instructors or administrators	X			
Lack of administrative staffing capacity		X		
Master scheduling challenges		X		
Collaboration with higher education partners	X			
Low enrollment (overall headcount and/or student preparedness)	X			

**59. How significant is each barrier to Career and Technical Education (CTE) access for students?**

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
Lack of options: Too few offerings to serve all interested students	X			
Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc.	X			
Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework	X			
Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit	X			
Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation	X			
Perceptions of college credit transferability: Students do not believe credit is portable or useful			X	
Lack of Internet	X			
Overly restrictive eligibility criteria	X			
Lack of transportation	X			
Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations)	X			

**12. Required Educational Offerings and Activities (All School Districts)**

61. [RCW 28A.320.170](#) requires the [John McCoy \(Iulilaš\) Since Time Immemorial tribal sovereignty curriculum](#) or other tribally-developed curriculum addressing tribal history and culture to be adopted when the school district updates its social studies curriculum on or after July 24, 2015. In addition, the district may modify that curriculum in order to incorporate elements that have a regionally specific focus or to incorporate the curriculum into existing curricular materials.

By the 2025-26 school year will the school district have adopted the John McCoy (Iulilaš) Since Time Immemorial tribal sovereignty curriculum or other tribally-developed curriculum addressing tribal history and culture?

Yes

62. [RCW 28A.320.170](#) also requires that school districts collaborate with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges. State law requires this to be done when the school district updates the social studies and history curriculum

By the 2025-26 school year, will the district have collaborated with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges?

Yes

63. For the 2025-26 school year, will the school district provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment? ([RCW 28A.230.020](#) and [WAC 392-410-115](#))

Yes

64. [Social-emotional learning standards and benchmarks](#) were adopted on January 1, 2020 by the Superintendent of Public Instruction ([RCW 28A.300.478](#)). For the 2025-26 school year, will the school district have implemented social-emotional learning-specific standards and benchmarks?

Yes, we implemented standards and regularly measure social emotional learning in our schools.

65. Under the [comprehensive sexual health education](#) requirement ([RCW 28A.300.475](#)), the school district must provide social emotional learning (SEL) instruction to all students in grades K–3 at least once. As of the 2025-26 school year, will the district provide SEL instruction to all students in grades K-3 at least once during their time in the district?

Yes

66. As of the 2025-26 school year, does the school district provide [comprehensive sexual health education](#) to all students at least once in grades 4–5 during their time in the district? ([RCW 28A.300.475](#))

Yes

67. As of the 2025-26 school year, will the school district provide comprehensive sexual health education to all students at least twice in grades 6–8 during their time in the district? ([RCW 28A.300.475](#))

Yes

68. As of the 2025-26 school year, will the school district provide comprehensive sexual health education to all students at least twice in grades 9–12 during their time in the school district? This is required in [RCW 28A.300.475](#).

Yes

69. Each school district is required to adopt an [HIV/AIDS prevention education program](#) that is taught at least once each school year beginning no later than the fifth grade. ([RCW 28A.230.070](#)). In the 2025-26 school year, will the district meet this requirement for all grades served between Grade 5 and Grade 12?

Yes

**70. NEW Requirement:**

Beginning no later than the 2025-26 school year, [RCW 28A.320.168](#) requires school districts to offer instruction in sex trafficking awareness and prevention. The instruction may be offered beginning in grade seven, but each student must be offered the instruction at least once before completing grade 12. The instruction, at the discretion of the school or school district, may be integrated into a relevant course or a course may be repurposed to include the instruction.

Will the district offer sex trafficking awareness and prevention instruction in the 2025-26 school year at least once for all students before completing grade 12?

Yes

**71. In the 2025-26 school year, will students in all grades in your district have access to arts education as part of the basic education requirements?**

Yes

**72. How many students will your school district enroll in the 2025-26 school year?**

More than 200

73. In the 2025-26 school year, will each student receive instruction in at least one arts discipline as described in [RCW 28A.230.305](#) throughout their elementary and middle education experience?

Yes

74. In the 2025-26 school year, will all students in grades 9 through 12 be given the opportunity to take arts coursework each academic year?

Yes

75. During the school week preceding November 11 of each year, every school is required to present educational activities suitable to the observance of Veterans' Day. ([RCW 28A.230.160](#)) Will the school district develop, promote or provide educational activities in observance of Veterans' Day in the 2025-2026 school year?

Yes

76. Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. ([RCW 28A.230.158](#)). Will the school district develop, conduct or promote educational activities for Disability History and People with Disabilities Month in the 2025-2026 school year?

Yes

### 13. Required Educational Offerings and Activities (High School)

---

77. Will the school district provide the opportunity to all students in grades nine through twelve access to financial education in the 2025-26 school year as required under [RCW 28A.300.468](#)?

Yes, we will provide access to financial education to all students in grades 9 through 12

78. In the 2025-26 school year, how will the school district provide financial education opportunities to all students in grades nine through twelve? Choose all that apply.

Embedded in a for-credit course in another subject area.

79. In what subject area or areas is financial education embedded? Choose all that apply.

Math Courses

80. In the 2025-26 school year, will the school district provide all high school students the opportunity to access an elective computer science course that is aligned to the state learning standards for computer science or mathematics ([RCW 28A.230.300](#))?

Yes, we offer the opportunity in all high schools but not every year.

81. The study of Constitution of the United States and of the State of Washington is a prerequisite (credit or noncredit) to graduation ([RCW 28A.230.170](#)).

For the 2025-26 school year, will the district require study of the U.S. and Washington constitutions to earn a high school diploma?

Yes

82. NEW Requirement:

Beginning with the 2025-26 school year, school districts are required to award the seal of biliteracy to graduating high school students who meet the [criteria](#) established by the Office of Superintendent of Public Instruction. ([RCW 28A.300.575](#)).

Will the school district award the seal of biliteracy to qualifying graduating high school students in 2025-26?

Yes

83. Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students. Instruction in CPR must be included in at least one health class necessary for graduation. ([RCW 28A.230.179](#)). A student is not required to earn CPR certification to successfully complete the instruction requirement.

Will the school district offer instruction in CPR in at least one health class required for graduation in the 2025-2026 school year?

Yes

84. By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students. ([RCW 28A.320.195](#))

Will the school district have an academic acceleration policy for high school students in the 2025-26 school year?

Yes

85. School districts with a high school are required to provide a financial aid advising day (or series of days) at the beginning of each school year between September 1st and December 1st to students in 12th grade and their parents/guardians ([RCW 28A.300.815](#)). Districts are also required to provide notification of financial aid opportunities at the beginning of each school year to parents and guardians of any student entering the twelfth grade ([RCW 28A.230.310](#)).

In the 2025-2026 school year, will the school district provide the following?

	Yes	No
Financial aid advising day for 12th grade students, parents, and guardians	X	
Notification of financial aid opportunities to parents and guardians of 12th graders	X	

86. When will the district offer the financial aid advising day (or days) for 12th grade students, parents, and guardians?

Between September 1, 2025 and December 1, 2025

87. On January 16th of each year (or the preceding Friday when January 16th falls on a non-school day), each public school shall observe "Temperance and Good Citizenship Day." Social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. Voter sign up and registration must be available to all students who will be 18 by the next general election. ([RCW 28A.230.150](#)).

Will the school district provide the opportunity for voter registration for all students who will be 18 by the next general election in the 2025-2026 school year?

Yes

88. Will your school district award credit to students currently or formerly in institutionalized educational settings who pass all or part of the General Educational Development (GED) assessment in the 2025-2026 school year as required by [RCW 28A.320.192](#)?

Yes

## 14. State-Recommended Educational Offerings and Activities

89. Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction of the events of the period in modern world history known as the Holocaust, which may include other examples of genocide and crimes against humanity. ([RCW 28A.300.115](#)).

As of 2025-26, does the school district provide Holocaust history instruction?

Yes

90. School districts are encouraged to commemorate the history of civil rights at least once a year, "providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation's Constitution." ([RCW 28A.230.178](#)).

As of the 2025-26 school year, does the school district commemorate the history of civil rights at least once a year?

Yes

91. Public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources [RCW 28A.300.112](#)).

For the 2025-26 school year, will the school district incorporate ethnic studies materials and resources for grades K-6?

Yes

92. Public schools with grades 7 to 12 are encouraged to offer a course in ethnic studies [RCW 28A.300.112](#)).

For the 2025-26 school year, will the school district offer at least one course in ethnic studies for grades 7 to 12?

Yes

**93. NEW for 2025-26:**

**Senate Bill 5641** (2025) recommends that beginning with the 2025-26 school year, instruction in awareness of bone marrow donation and blood donation may be included in at least one health class required for graduation. Each school district, charter school, and state-tribal education compact school that serves students in any of the grades K through 8 is also encouraged to offer instruction in awareness of bone marrow and blood donation.

In the 2025-26 school year, will the school district provide instruction in awareness of bone marrow donation and blood donation? Choose all that apply.

	Included in at least one health class required to graduate	Instruction offered to students in grades K-8	Instruction offered to students in grades 9-12, but not part of a required health class	Not currently offered, but district plans to implement in the future	Not currently offered with no plans to implement in the future
Bone Marrow Donation Awareness	X				X
Blood Donation Awareness	X				X

**94. You are seeing this prompt because you responded that the school district will not offer bone marrow and/or blood donation awareness, which is encouraged. If that is incorrect, please go back and change your response. If correct, please select the best response to continue.**

We will consider implementing the recommended offering.

## 15. Mastery-Based Crediting (MBC) and Mastery-Based Learning (MBL)

**95. Does your school district have a written policy to award mastery/competency-based high school credit [WAC 180-51-051](#)?**

Yes, the school district has a permanent policy.

**96. Does your district policy apply to:**

All subject areas

**97. A mastery-based learning and competency-based education program includes the following ([Senate Bill 5189](#) updated the definition in 2025):**

students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning;  
the assessment is a meaningful, positive, and empowering learning experience for students yielding timely, relevant, and actionable evidence;  
students receive timely, differentiated support based on their individual learning needs;  
students' progress is based on evidence of mastery, not seat time;  
students learn actively using different pathways and varied pacing;  
strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems; and  
rigorous, common expectations for learning, including knowledge, skills, and dispositions, are explicit, transparent, measurable, and transferable.

Will your school district have at least one school in the 2025-26 school year that offers a fully mastery-based learning and competency-based education program as described above?

No

## 16. Continuity of Operations, Healthy Youth, and School Climate

98. [WAC 180-16-212](#) requires school districts to develop, maintain and, if necessary, implement a [Continuity of Operations Plan](#) that ensures delivery of basic education services during disruptions to basic education delivery resulting from an emergency or disaster.

Has your school district adopted a continuity of operations plan that ensures delivery of basic education services in the event of an emergency?

Yes

99. The [Healthy Youth Survey](#) is a collaborative project among OSPI and other Washington State agencies that is administered to students every other year. The survey is free and anonymous, and it asks students about different health and safety topics. Students in 6th, 8th, 10th and 12th grade take the survey. In smaller districts, where there are 150 students or less in a grade, the survey can be administered to students in 7th, 9th and 11th grades. To participate, schools need to have at least 15 students in a grade.

Will your school district administer the Healthy Youth Survey to students at the next statewide administration in Fall 2025?

Yes

100. Will your school district administer a school climate survey (other than the Healthy Youth Survey) in the 2025-26 school year?

Yes

101. For each of the following, please let us know if they will be included in your school climate survey. Please answer "Yes" or "No" for each group.

	Yes	No
Students	X	
Parents	X	
Teachers	X	
Other school staff	X	
School board members		X
Community members		X
Other survey recipients		X

102. Which grade levels participate in the school climate survey? (Mark all that apply)

3rd Grade  
4th Grade  
5th Grade  
6th Grade  
7th Grade  
8th Grade  
9th Grade  
10th Grade  
11th Grade  
12th Grade

103. Who supports the survey creation, collection, and analysis of your school climate survey data? Choose all that apply.

The district conducts its own survey

## 17. Certification by Respondent

104. By entering my name, title, and the date below, I certify that the school district Superintendent and school board president or chairperson have reviewed and approve the submission of the Basic Education Compliance survey (as required by [WAC 180-16-195](#)) and that the answers are correct and accurate.

**Name**

Kristine Michael

**Title**

Superintendent

**Date (MM/DD/YYYY)**

09/17/2025

**105. Email of Person Responsible for this Submission**

kmichael@northmasonschools.org

**106. Telephone Number of Person Responsible for this Submission (Please enter the 10 digit number with no spaces or dashes (e.g., 3601239876))**

3602772300

# Coversheet

## Teaching and Learning Update

<b>Section:</b>	IV. Board Development and Linkage
<b>Item:</b>	B. Teaching and Learning Update
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Attendance Board Presentation 9-22-25.pdf

# Board Attendance Presentation

# District Attendance Process

## Proactive Attendance Campaign

OCTOBER	<a href="#">Donut Miss School Friday!</a>  <a href="#">FALLing into great attendance challenge</a>  <a href="#">Teacher Positive Attendance Contact</a>  <a href="#">Video Message- Counselor(s)</a>  <a href="#">Attendance Flyer- Tackling Anxiety &amp; Missing School</a>	<a href="#">Week 1 post</a> <a href="#">Week 2 post</a> <a href="#">Week 3 post</a> <a href="#">Week 4 post</a>
NOVEMBER	<a href="#">Trimester Attendance Recognition/Incentive (REQUIRED)</a>  <a href="#">Donut Miss School Friday!</a>	<a href="#">Week 1 post</a> <a href="#">Week 2 post</a> <a href="#">Week 3 post</a> <a href="#">Week 4 post</a>

## DEBUNKING ATTENDANCE MYTHS: ONLY UNEXCUSED ABSENCES ARE A PROBLEM.

There are times that students need to be absent, but excused absences can harm a student's learning just as much as unexcused absences.

#showinguptogether #attendancematters

All absences, regardless of the reason matter.

#showinguptogether  
#attendancematters #behere #ontime

# District Attendance Process

## Proactive Attendance Campaign

### Unexcused:

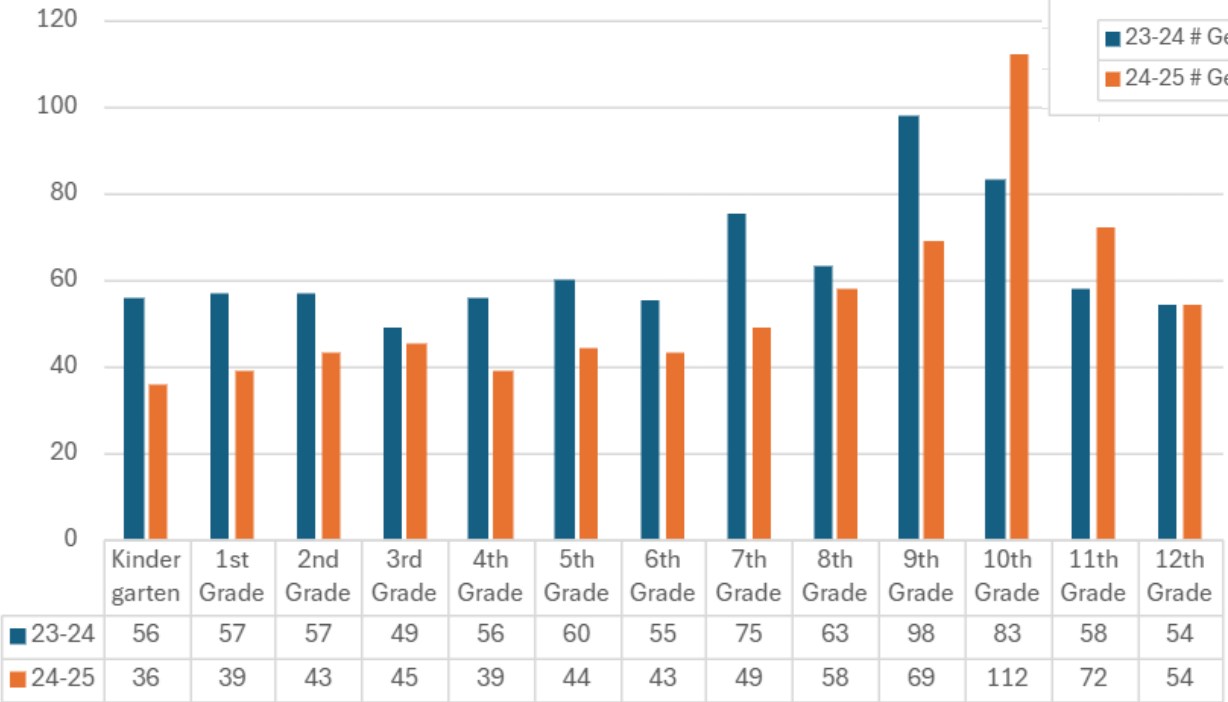
- 1<sup>st</sup> & All unexcused absences – Automatic Phone Call / ParentSquare
- 4 Intervention Steps with increasing supports
- Weekly email to buildings

### Excessive Excused:

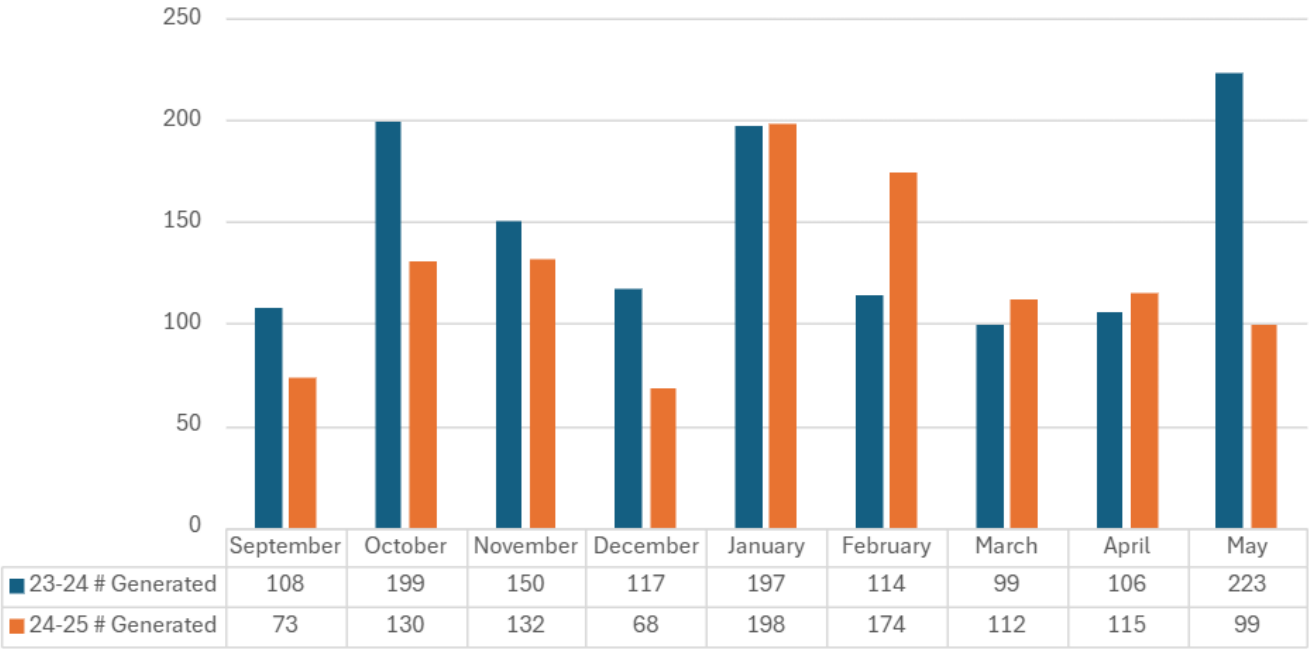
- Building determined what qualifies
- Building determined interventions
  - Step 2 Unexcused

# District Step 1

Step 1 By Grade



Step 1 By Month

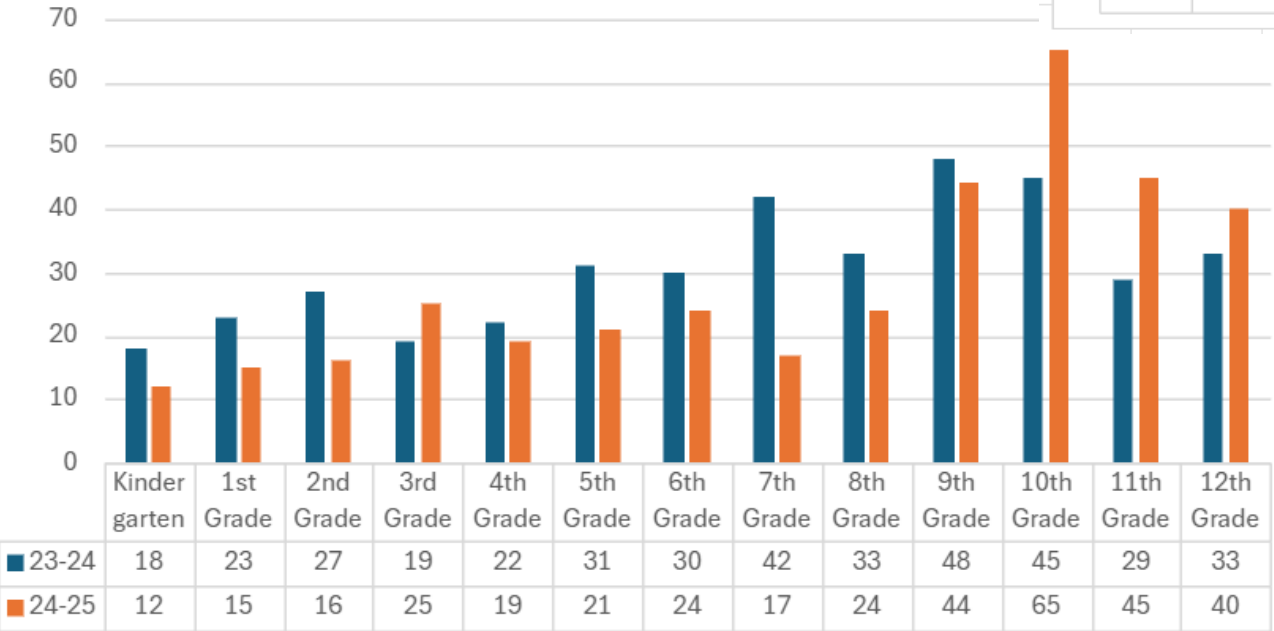


## 3<sup>rd</sup> Unexcused Absence in a Trimester

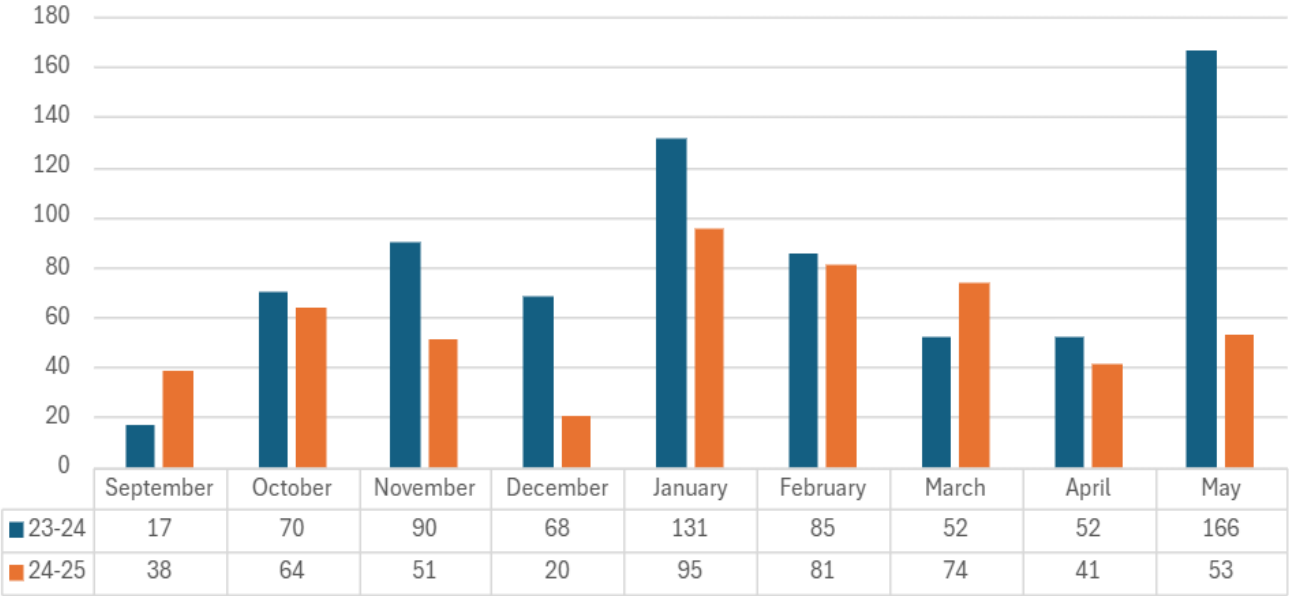
- Letter notification (English/Spanish)
- Attendance report

# District Step 2

Step 2 By Grade



Step 2 By Month

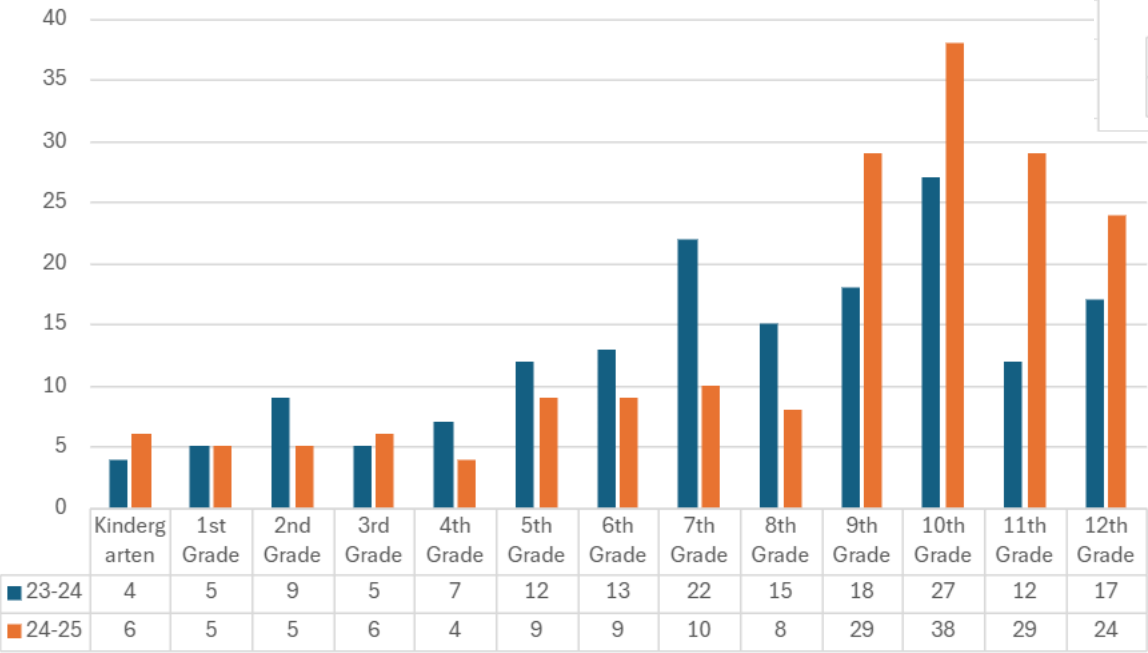


## 5<sup>th</sup> Unexcused Absence in a Trimester

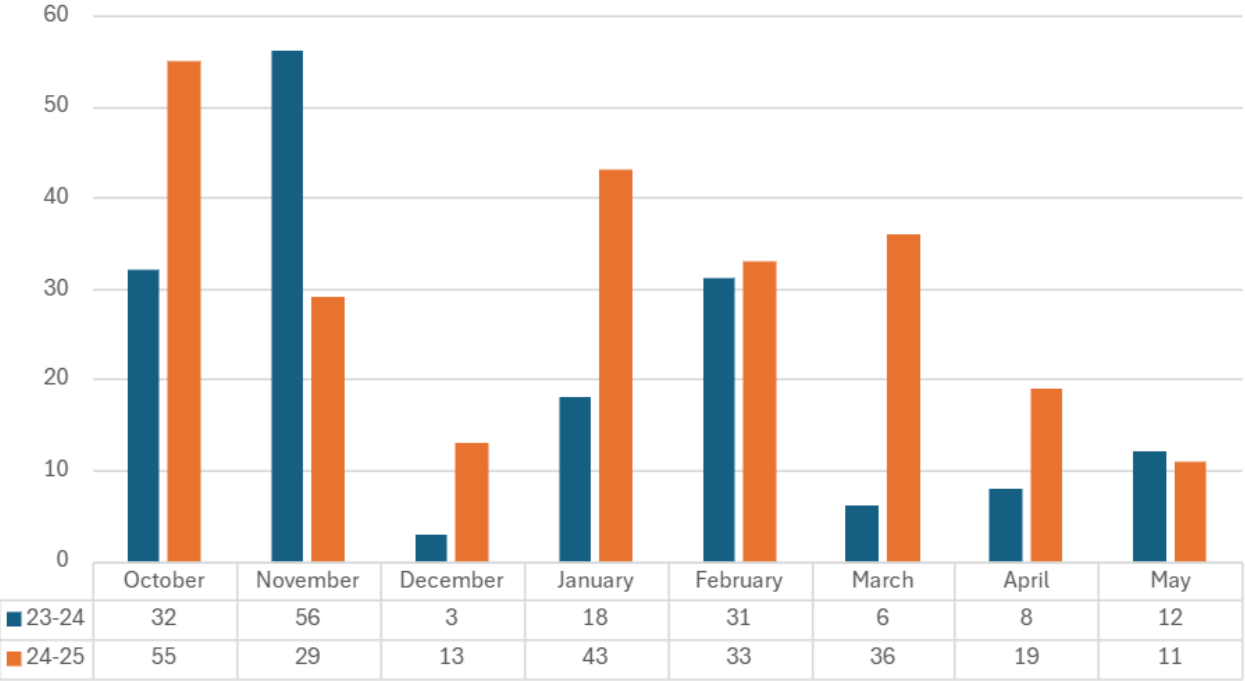
- Parent/Guardian contact Problem solving conversation & plan
- Follow-up email
- Attendance report

# District Step 3

Step 3 By Grade



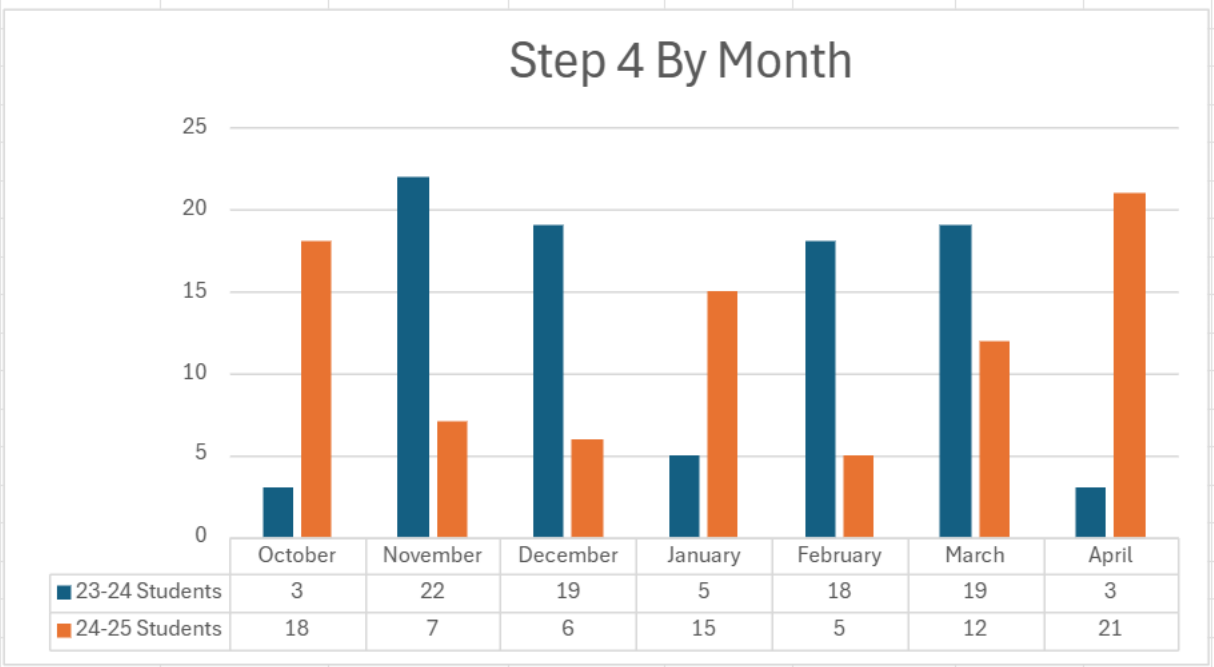
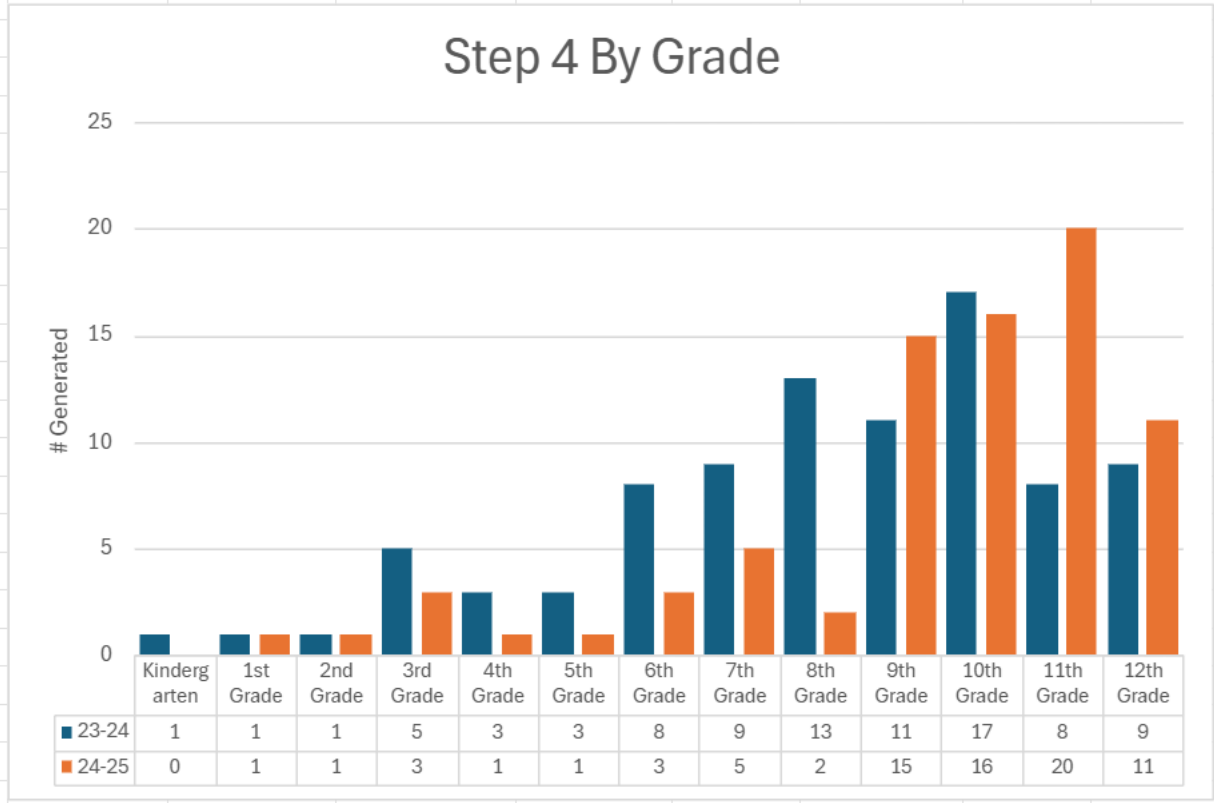
Step 3 By Month



## 7<sup>th</sup> Unexcused Absence in a Trimester

- Parent/Guardian Admin Conference
- Problem solving process & develop plan

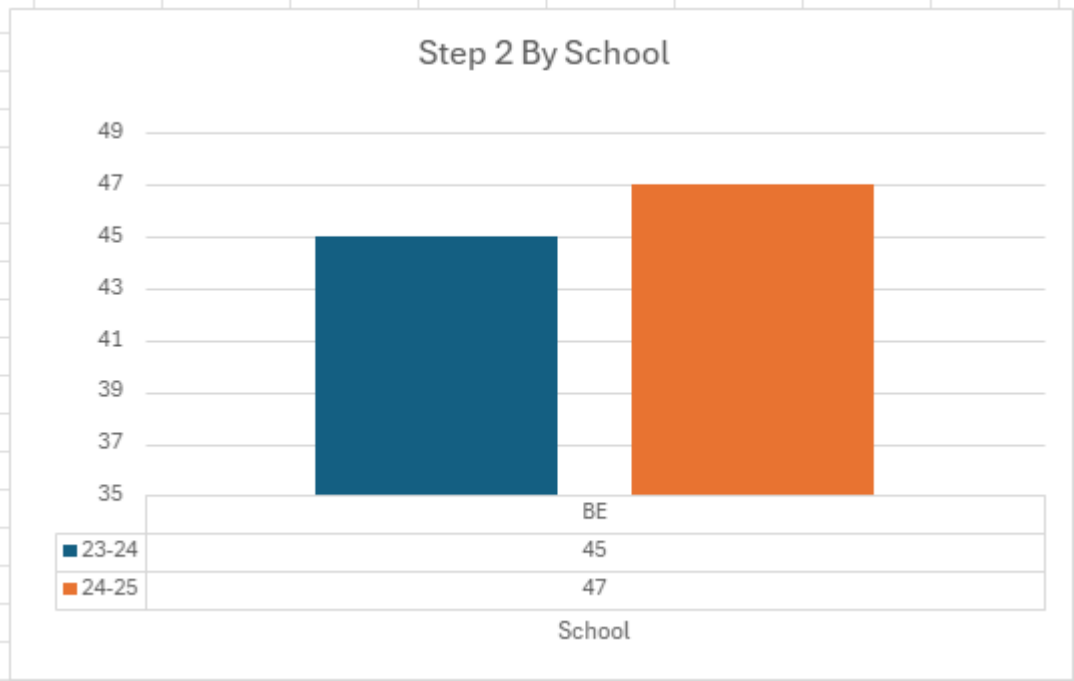
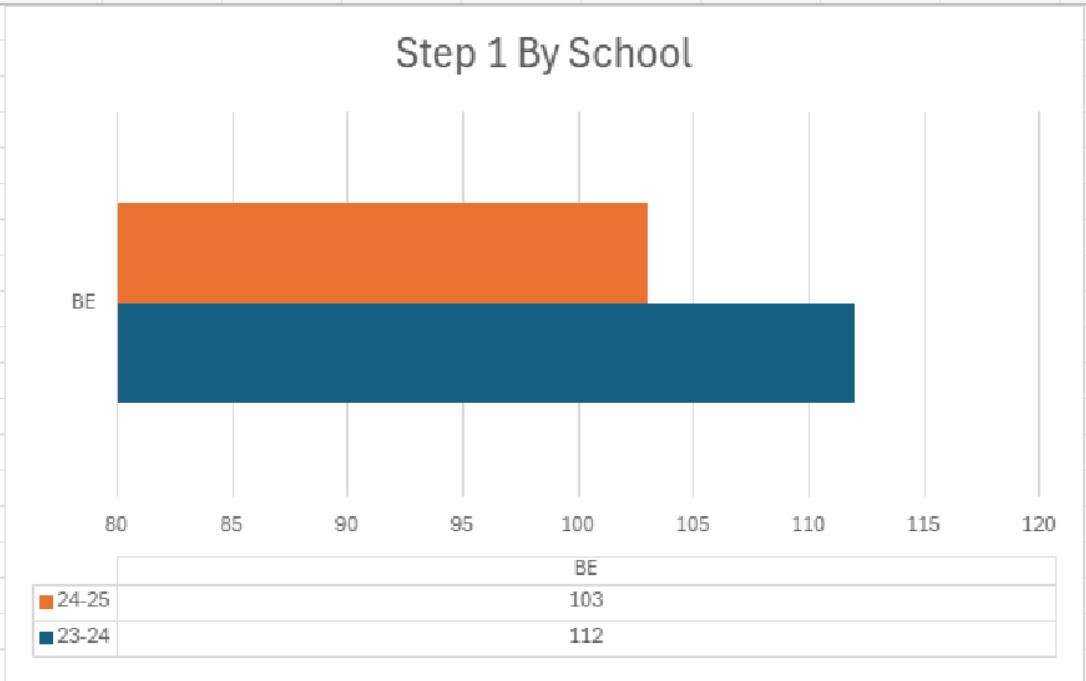
# District Step 4



## 10th Unexcused Absence in a Trimester

- District file BECCA Petition
- Community Engagement Board
- Develop a plan
- Move to Mason County Court

**Belfair Elementary** will reduce the number of Step 2 Attendance interventions by 20% - from 47 in 2024-25 to 38 in 2025-26.



# Belfair Elementary will reduce the number of Step 2 Attendance interventions by 20% - from 47 in 2024-25 to 38 in 2025-26.

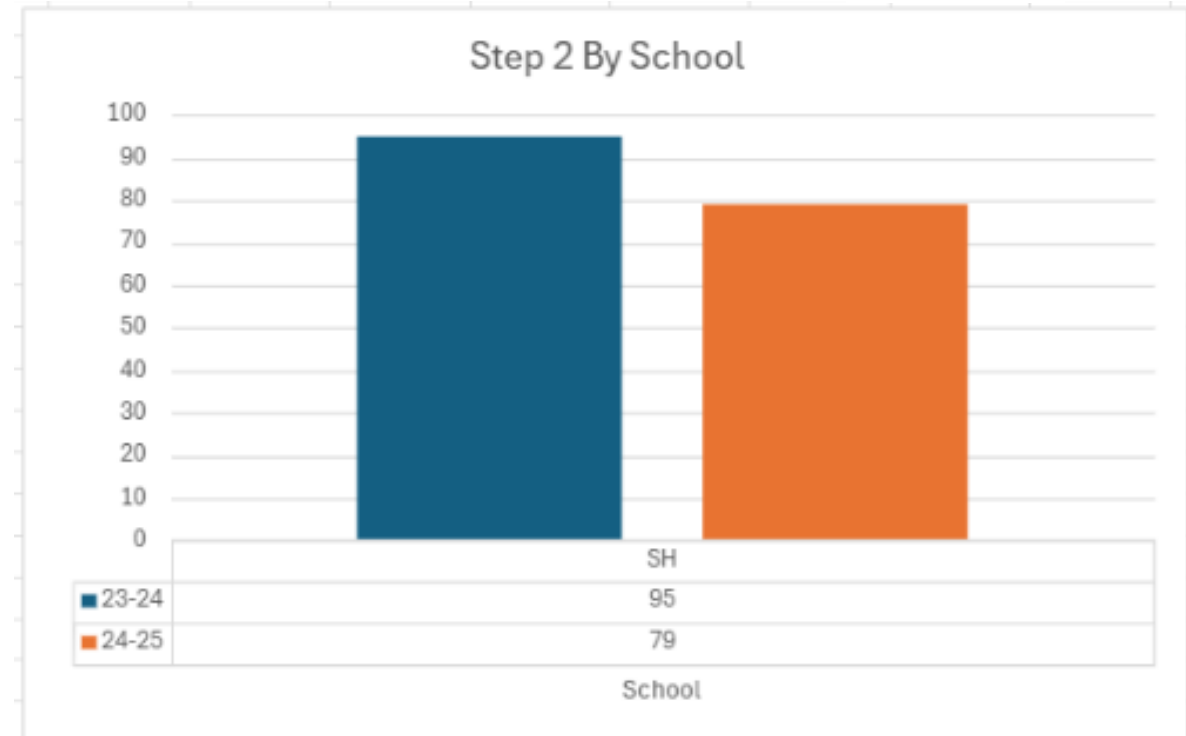
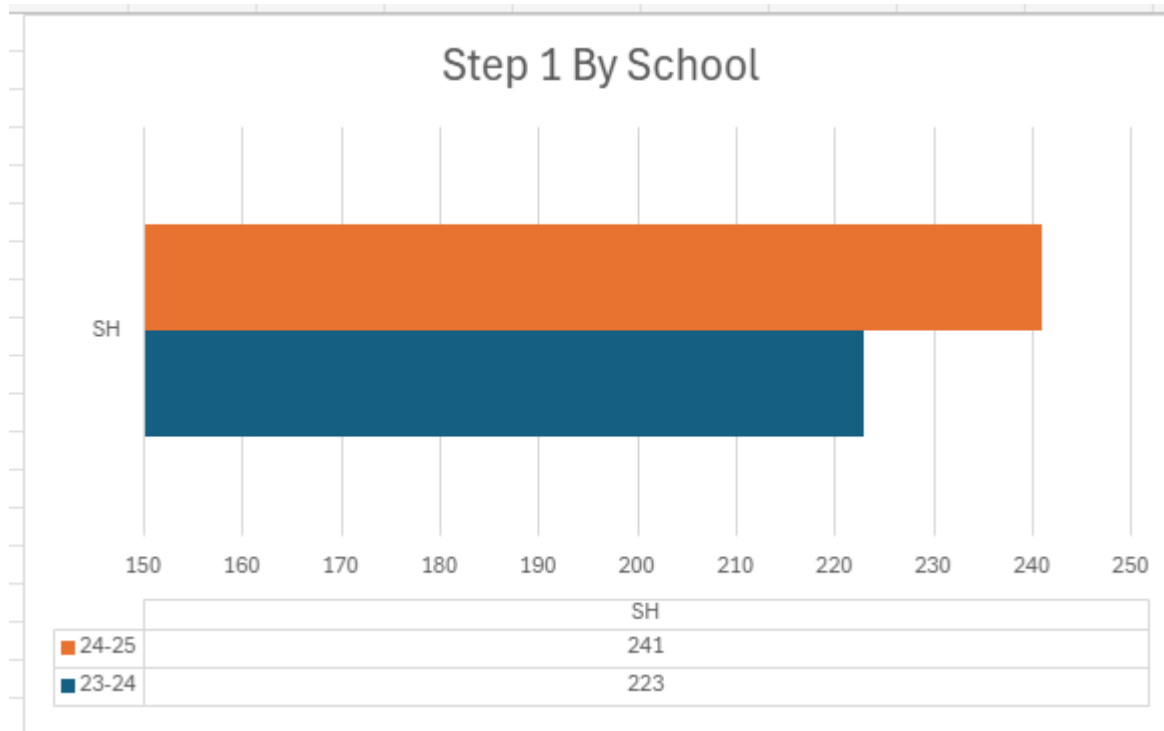
## Monitoring Plan:

Skyward data will be collected to track attendance. This will be reviewed by the MTSS paraeducator. The Administration and MTSS team will assess monthly and on an individual case-by-case basis.

## Action Plan:

- #1) Teacher contact families after 3 days of unexcused absences. Teachers will use Parent Square, email, or phone to reach out to families after 3 days of unexcused absences. Students will encounter positive interactions upon return from absences.
- #2) Celebrate attendance by tracking grade level attendance and celebrating in monthly assemblies.
- #3) Communicate the importance of Attendance goal and keep updated throughout the year.
- #4) Communicate with families regarding attendance policy.

**Sand Hill Elementary** will reduce the number of Step 2 Attendance interventions by 20% - from 79 in 2024-25 to 63 in 2025-26.

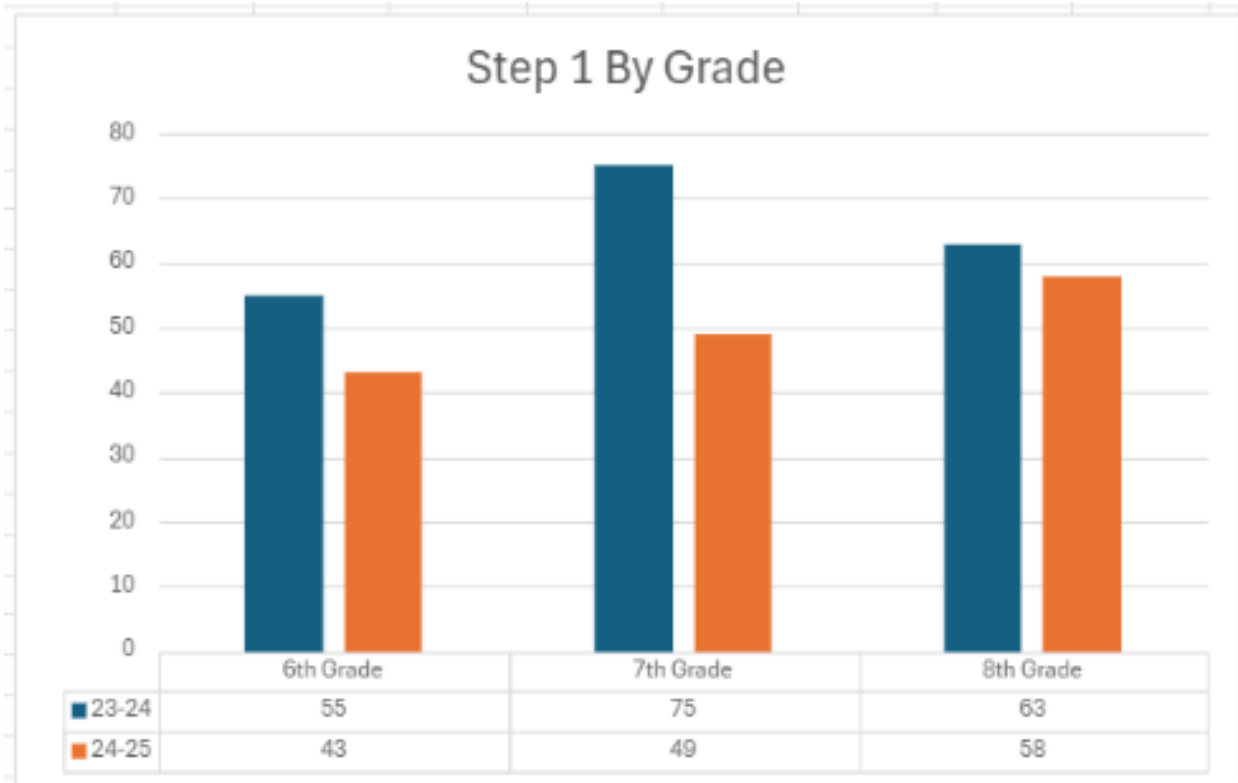
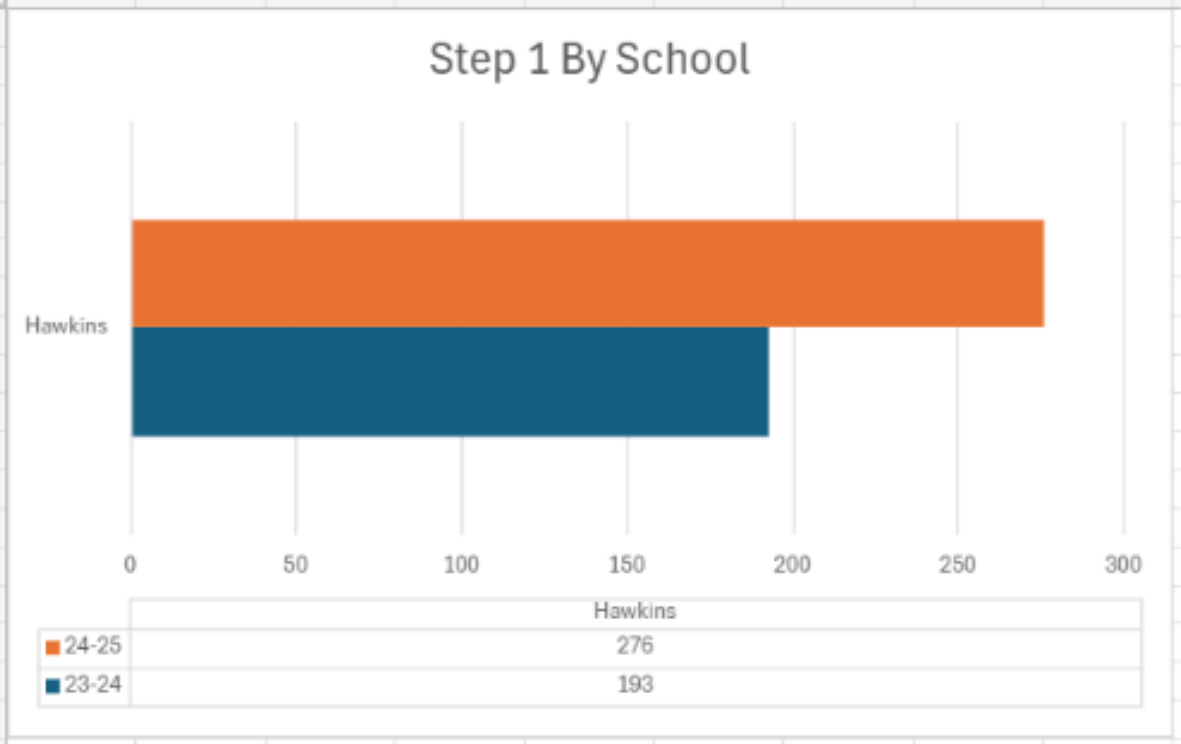




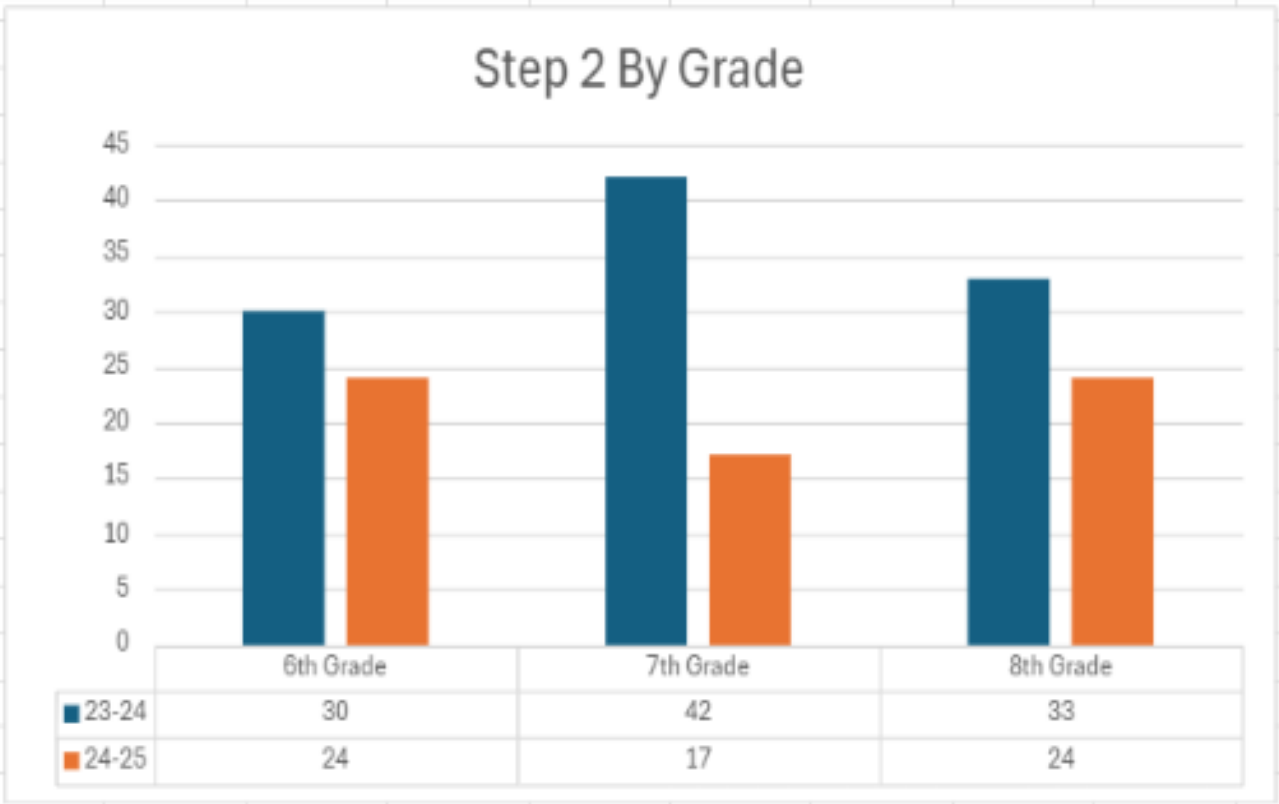
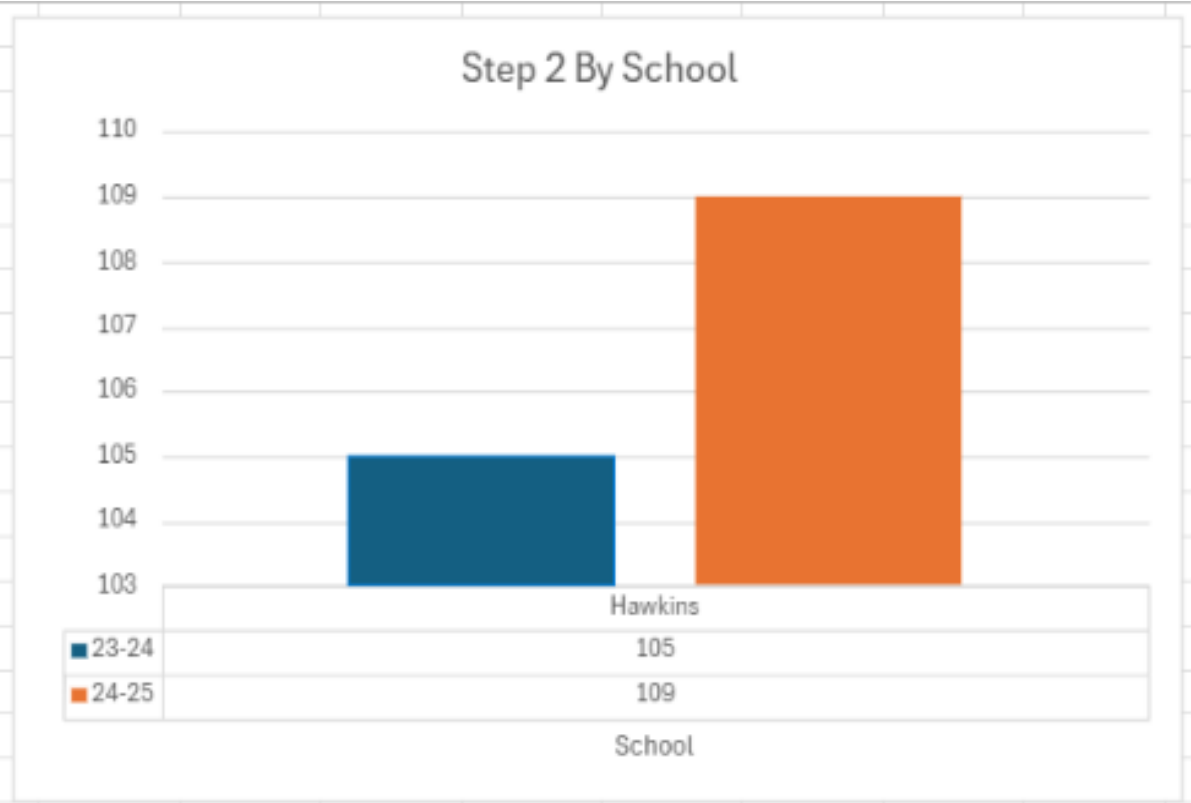
# Sand Hill Elementary will reduce the number of Step 2 Attendance interventions by 20% - from 79 in 2024-25 to 63 in 2025-26.

ATTENDANCE INTERVENTION PLAN				
When:	Daily	Weekly	Bi-weekly	Monthly
What/Who:	<p><b>MTSS Para</b> pulls the attendance report.</p> <p>Automatic <b>robo-calls</b> for absent students.</p> <p>After a student has received an unexcused absence for two consecutive days, the <b>classroom teacher</b> will make contact with the family.</p> <p><b>MTSS Para</b> connects with the school nurse, if excessive excused illnesses are recorded.</p> <p><b>Daily Incentive Word Challenge</b> – A class gets a word when all peers are in attendance that day they color in a letter on the word. When all the letters are earned they get a free recess.</p>	<p>Thursdays mornings: 5-day consecutive absence report (attendance letter sent by Friday, if needed) by <b>Office Registrar</b>.</p> <p><a href="#">Attendance campaign</a> post by <b>Principal</b>.</p> <p>After 5 <u>unexcused</u> absences in a trimester, a phone and email are made/sent to the family (Step 2) by <b>Office Registrar</b>.</p> <p>After 7 <u>unexcused</u> absences in a trimester, an attendance meeting is scheduled with the family by <b>Office Registrar</b>. First, scheduled with <b>Assistant Principal</b> (Step 3), and <b>Principal</b> (Step 4) will attend truancy board meetings.</p>	<p>Attendance concerns brought to Tier Student Study Team meetings, bi-weekly by <b>Assistant Principal and MTSS Paa</b>.</p>	<p><a href="#">Attendance campaign</a> post by <b>Principal</b>.</p> <p>Grade Level Awarded for most attendance for the month and announced at the Awards Assembly</p>

**Hawkins Middle School** will reduce the number of Step 2 Attendance interventions by 20% - from 109 in 2024-25 to 87 in 2025-26.



**Hawkins Middle School** will reduce the number of Step 2 Attendance interventions by 20% - from 109 in 2024-25 to 87 in 2025-26.



Hawkins Middle School will reduce the number of Step 2 Attendance interventions by 20% - from 109 in 2024-25 to 87 in 2025-26.

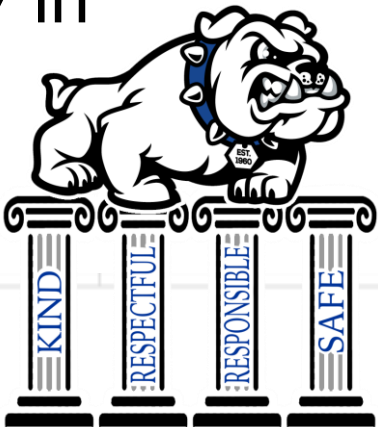
### **Monitoring Plan:**

- Admin and BILT review monthly attendance data (via Skyward, Educlimber).
- MTSS team will assess data monthly and on an individual case-by-case basis intervention support and communication.

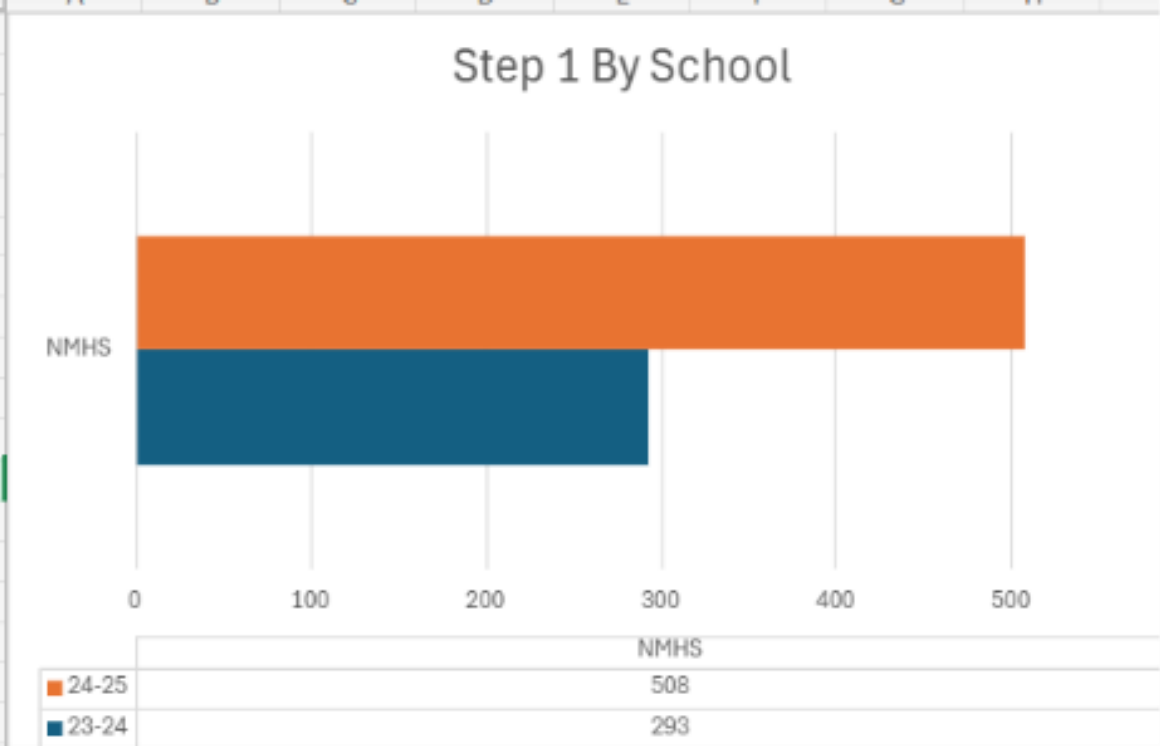
## Action Plan:

- Monthly Recognition at an assembly for students who have exemplary attendance and zero tardies.
  - The system resets monthly so that a student may change their attendance habits and find success at any time.
  - Having parents attend the event to build a home to school bridge.
- Monthly homebound communication identifying the value of having students attend school regularly.
- Staff and Administration working hard to make all students feel welcome at school on a daily basis. (Morning greetings, constructing relationships with students and families, fun activities)
  - Using a 5:1 balance of positive to negative interactions to both hold students accountable for their actions but also create a sense of belonging to our school. They do so many good things, and these need to be acknowledged.

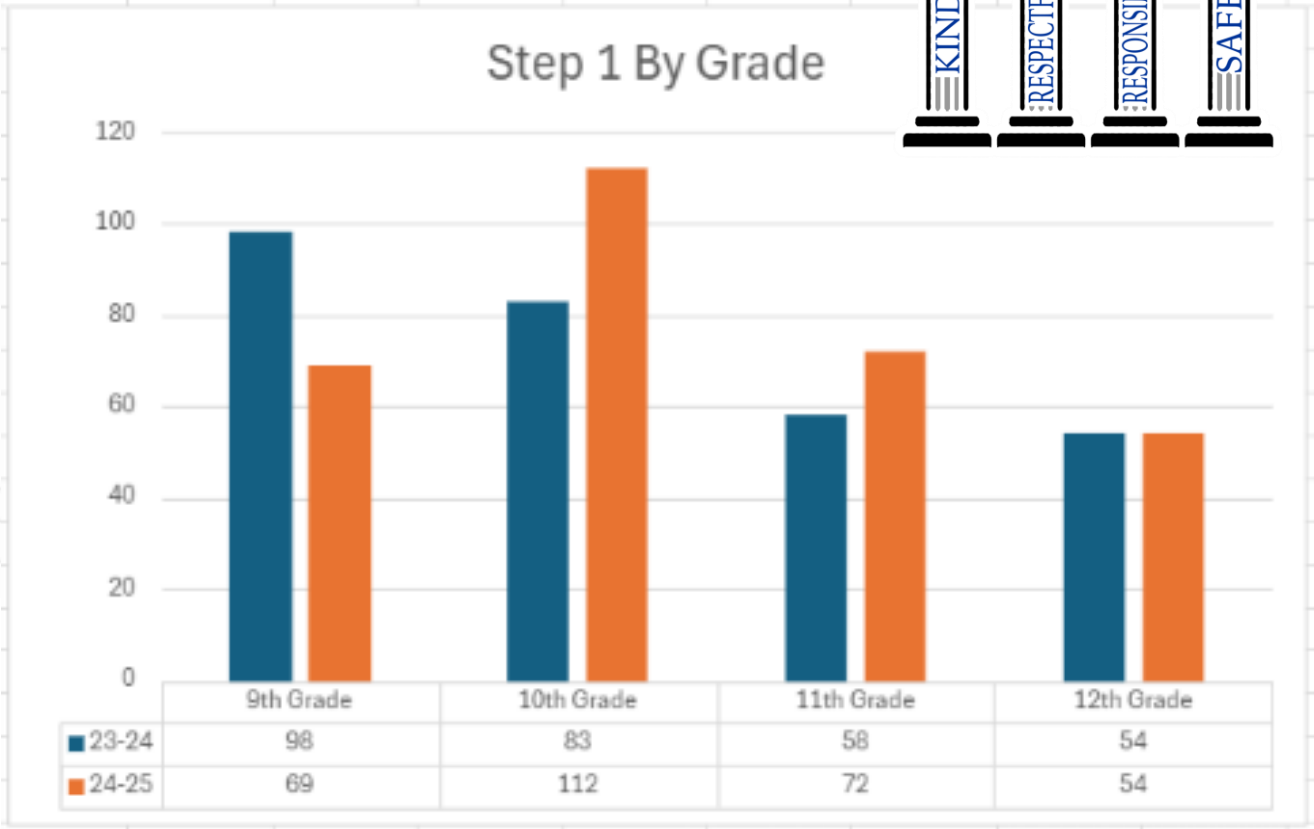
**North Mason High School** will reduce the number of Step 2 Attendance interventions by 20% - from 284 in 2024-25 to 227 in 2025-26.



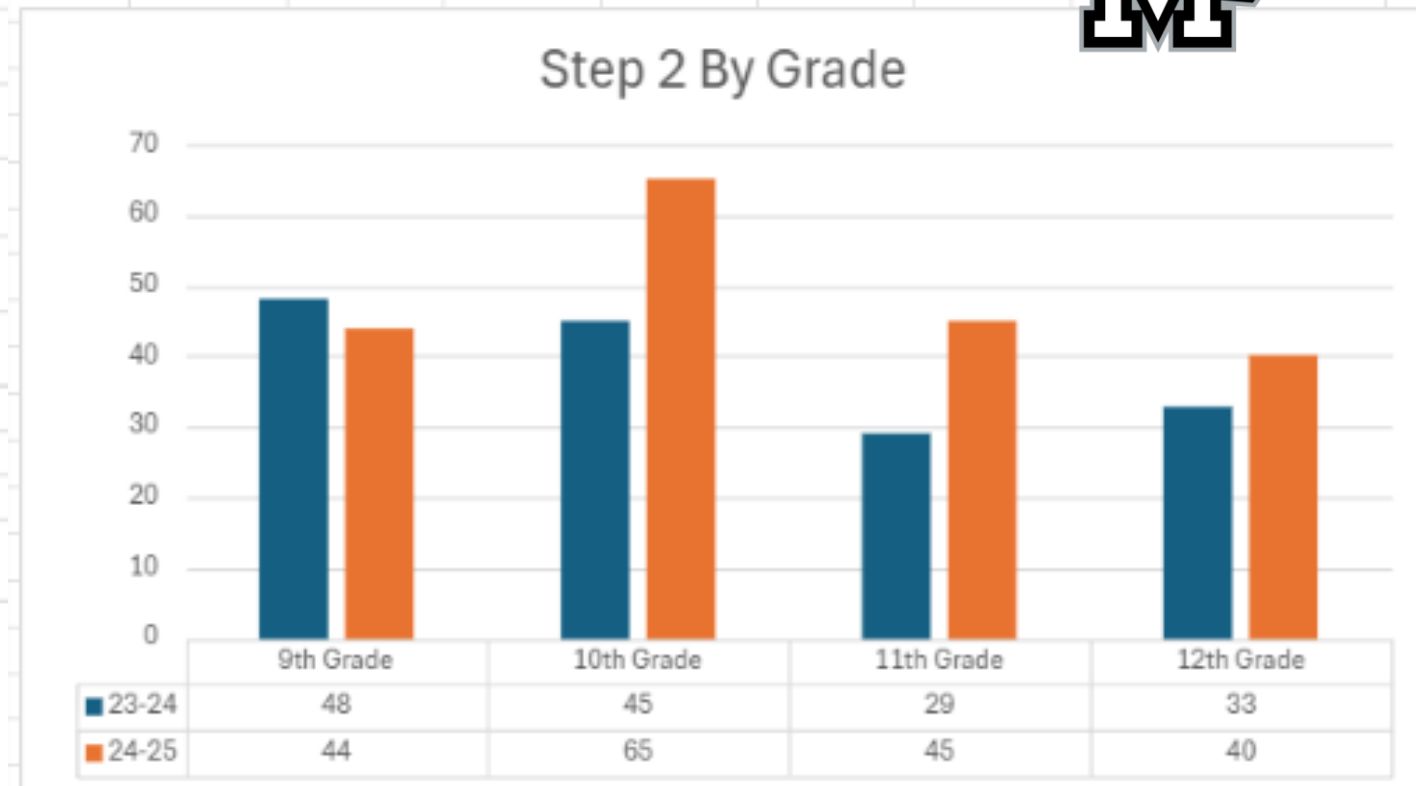
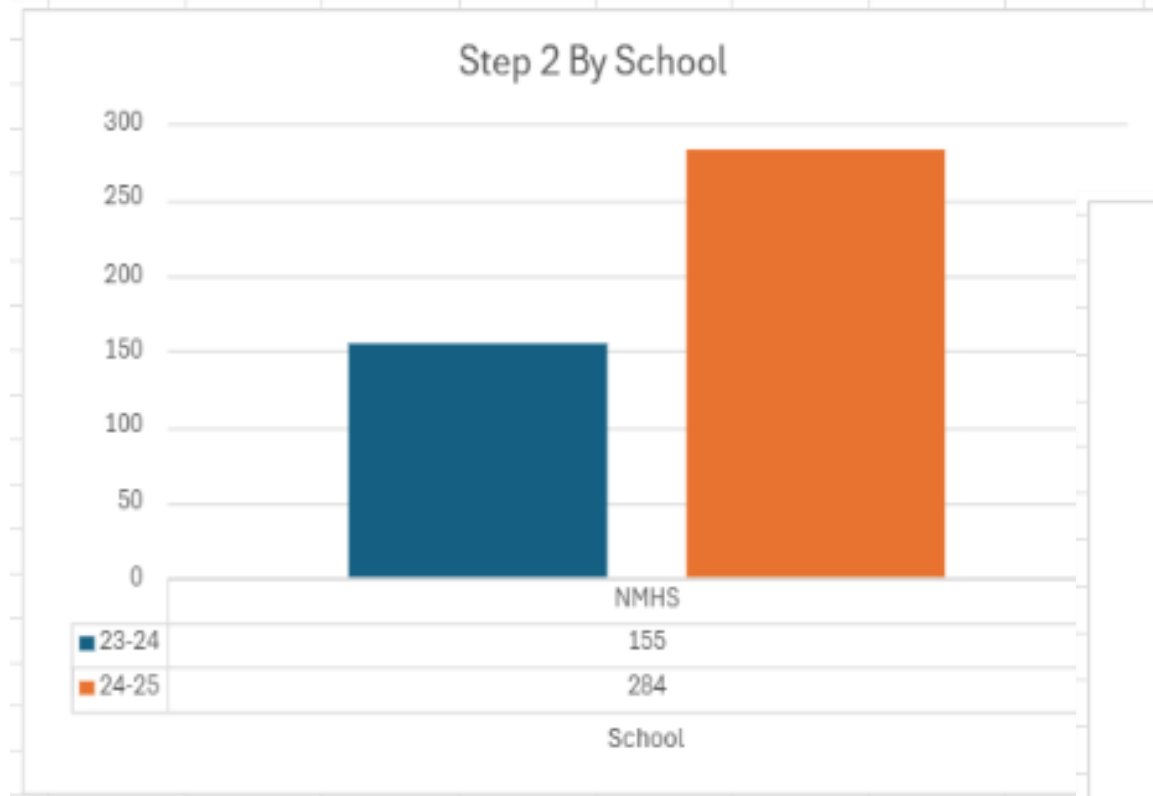
Step 1 By School



Step 1 By Grade



**North Mason High School** will reduce the number of Step 2 Attendance interventions by 20% - from 284 in 2024-25 to 227 in 2025-26.



# North Mason High School will reduce the number of Step 2 Attendance interventions by 20% - from 284 in 2024-25 to 227 in 2025-26.

## **Monitoring Plan:**

### **Attendance Collection**

- Taken every class period by teachers in Skyward

### **Data Tracking**

- Attendance secretary monitors and records in Skyward

## **Action Plans:**

### **Student Experience**

- Create a sense of belonging by making sure each student feels missed when absent.
- Emphasize that being present means being part of the learning community.

### **Family Communication**

- Share the importance of consistent attendance through newsletters, parent nights, and social media.
- Provide families with clear information about how absences impact learning and success.

### **Schoolwide Supports**

- Admin and BILT review monthly attendance data (via Skyward, Educlimber).
- Tiered supports for students with chronic absences (check-ins, attendance plans, mentor support).
- Present awards highlighting good attendance.



*James Taylor:* Ensure accurate and consistent attendance reporting in Skyward and use data to identify trends and interventions by first establishing a baseline and setting monitoring and improvement processes. 85% of students will have regular attendance and miss less than 20% of school.

## *ALE Compliance*

Attendance is based on **weekly progress & teacher contact** (not daily seat time).

### **Weekly Contact is Required**

- 1 meaningful, **two-way contact** with a certificated teacher **every week**. (Can be in person, online, or by phone.)
- Missing = **not attending that week**.

# HomeLink

- Weekly contact is flexible with phone calls, emails, or messaging via Teams. In person learning is also offered on Wednesdays in the HomeLink portable

## **Monitoring & Follow-Up**

- Digital logs track weekly contact
- Staff reach out immediately if missed
- Ongoing gaps = interventions and possible placement consideration

# JTHS

## **Shift in Practice**

- Implementation of **MBLC (Project-Based Learning) courses**
- Attendance practices updated; Now recorded directly in Skyward
- Provides consistent system across the district
- Easier access to data reports supports weekly tracking of attendance
- Supports early interventions for student engagement

# Coversheet

## Budget Status Update 2024-2025

<b>Section:</b>	IV. Board Development and Linkage
<b>Item:</b>	C. Budget Status Update 2024-2025
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Budget Status Report.pdf Budget Financial Report.pdf

TO: Kristine Michael, Superintendent

FROM: Dan King, Assistant Superintendent of Finance and Operations

DATE: September 22, 2025

SUBJECT: FY 2024-2025 Budget Status Report – as of August 31, 2025

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### **FY 2024-2025 GENERAL FUND MONTHLY BUDGET STATUS**

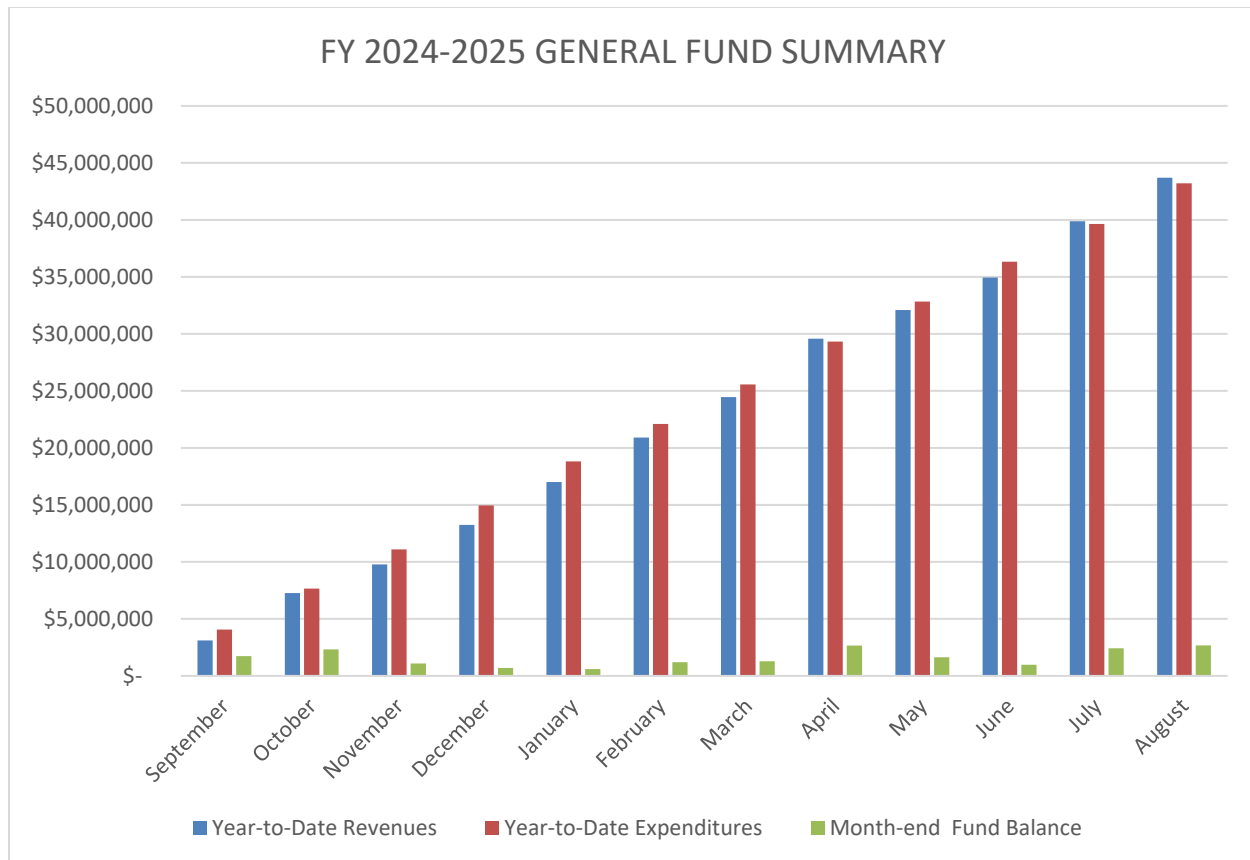
Budgeted Revenues: \$44,019,842  
 Budgeted Expenditures: \$ 44,524,307  
 Beginning Fund Balance: \$2,705,032  
 Budgeted Ending Fund Balance: \$2,204,491

	Year-to-Date Revenues	Year-to-Date Expenditures	Month-end Fund Balance
September	\$ 3,106,265	\$ 4,071,809	\$1,739,488
October	\$7,271,688	\$7,655,028	\$2,321,692
November	\$9,773,261	\$11,091,180	\$1,083,757
December	\$13,237,926	\$14,951,490	\$691,375
January	\$17,004,016	\$18,810,107	\$598,847
February	\$20,906,814	\$22,107,332	\$1,204,420
March	\$24,454,249	\$25,570,364	\$1,288,824
April	\$29,578,056	\$29,333,152	\$2,658,343
May	\$32,092,893	\$32,834,730	\$1,637,221
June	\$34,942,719	\$36,329,616	\$980,398
July	\$39,889,002	\$39,642,799	\$2,428,076
<b>August</b>	<b>\$43,701,873</b>	<b>\$43,205,355</b>	<b>\$2,678,391</b>

\*August fund balance is not final until Year-end completion in November.

*“Educate, Empower, Inspire & Prepare”*

School Board: Leanna Krotzer, Arla Shephard Bull, Nicholas Thomas, Nicole Gonzalez Timmons, Erik Youngberg  
 Kristine Michael, Superintendent



### **OTHER FUNDS – BUDGET STATUS – FUND BALANCES**

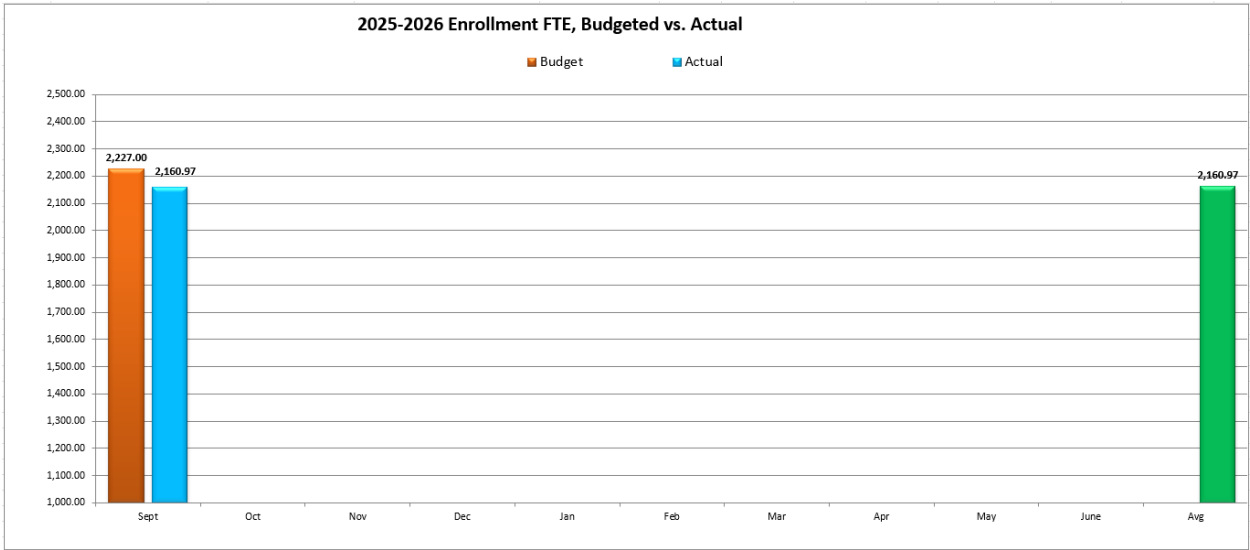
	Capital Projects	Debt Service	ASB	Transportation Vehicle
September	\$302,483	\$2,145,034	\$397,964	\$623,597
October	\$292,606	\$3,127,546	\$417,127	\$625,746
November	\$293,531	\$845,274	\$417,713	\$628,307
December	\$352,313	\$877,908	\$432,290	\$630,685
January	\$359,908	\$727,151	\$426,419	\$183,481
February	\$247,118	\$961,633	\$427,684	\$185,758
March	\$174,870	\$1,170,242	\$414,906	\$186,346
April	\$160,778	\$2,317,282	\$398,424	\$187,003
May	\$223,727	\$2,253,117	\$410,291	\$189,146
June	\$26,614	\$2,283,153	\$375,025	\$189,808
July	\$195,228	\$2,336,242	\$371,475	\$190,455
<b>August</b>	<b>\$151,664</b>	<b>\$2,354,113</b>	<b>\$376,595</b>	<b>\$476,347</b>

\*August fund balances are not final until Year-end completion in November.

***“Educate, Empower, Inspire & Prepare”***

School Board: Leanna Krotzer, Arla Shephard Bull, Nicholas Thomas, Nicole Gonzalez Timmons, Erik Youngberg  
 Kristine Michael, Superintendent

**ENROLLMENT STATUS**



Funding is based on annual average, and state apportionment is distributed on budgeted enrollment from September through December. Adjustments to apportionment are made in January based on actual numbers. Running Start and Transition to Kindergarten (TTK) are included beginning with October Enrollment.

**FTE SUMMARY**

2025-2026 Budgeted FTE	2,227.00
September 2025 FTE	2,160.97

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the North Mason School District School District for the Month of August, 2025

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	3,856,125	25,393.45	4,121,573.50		265,448.50-	106.88
2000 LOCAL SUPPORT NONTAX	355,315	13,730.76	249,696.73		105,618.27	70.27
3000 STATE, GENERAL PURPOSE	25,913,174	2,520,392.69	25,197,276.26		715,897.74	97.24
4000 STATE, SPECIAL PURPOSE	9,980,579	1,085,322.36	10,881,887.81		901,308.81-	109.03
5000 FEDERAL, GENERAL PURPOSE	157,728	.00	82,412.22		75,315.78	52.25
6000 FEDERAL, SPECIAL PURPOSE	3,553,921	153,977.39	2,582,380.73		971,540.27	72.66
7000 REVENUES FR OTH SCH DIST	203,000	.00	171,308.12		31,691.88	84.39
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	38,500.00		38,500.00-	0.00
9000 OTHER FINANCING SOURCES	0	14,054.61	376,837.98		376,837.98-	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 44,019,842	 3,812,871.26	 43,701,873.35		 317,968.65	 99.28
 <u>B. EXPENDITURES</u>						
00 Regular Instruction	22,289,388	1,849,711.85	21,722,382.99	10,822.45	556,182.56	97.50
10 Federal Stimulus	32,000	.00	1,436.39	0.00	30,563.61	4.49
20 Special Ed Instruction	5,893,411	423,300.41	5,620,289.73	475.00-	273,596.27	95.36
30 Voc. Ed Instruction	2,849,298	191,533.11	2,577,665.53	0.00	271,632.47	90.47
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	3,015,549	223,869.49	2,920,020.47	0.00	95,528.53	96.83
70 Other Instructional Pgms	54,946	4,074.69	80,917.76	0.00	25,971.76-	147.27
80 Community Services	0	.00	219.28	0.00	219.28-	0.00
90 Support Services	10,389,715	870,066.67	10,282,423.06	99,236.35	8,055.59	99.92
 <u>Total EXPENDITURES</u>	 44,524,307	 3,562,556.22	 43,205,355.21	 109,583.80	 1,209,367.99	 97.28
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 523,159.71			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	504,465-	250,315.04	26,641.57-		477,823.43	94.72-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 3,059,880		 2,705,032.34			
 <u>G. GLS 896, 897, 898 ACCOUNTING</u>	 XXXXXXXXXX		 .00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
 <u>H. TOTAL ENDING FUND BALANCE</u>	 2,555,415		 2,678,390.77			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 RESTRICTED FOR CARRYOVER	150,000	93,174.91
G/L 823 Restricted for Carryover of Tra	0	101,449.17
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	127,459.64
G/L 830 RESERVE FOR TRANSP EQUIP	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	649,848.67
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 COMMITTED TO MIN FUND BAL POLIC	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 ASSIGNED TO OTHER CAP PROJ	0	.00
G/L 888 ASSIGNED TO OTHER PURPOSES	0	.00
G/L 890 Unassigned Fund Balance	504,465-	26,641.57-
G/L 891 Unassigned Min Fnd Bal Policy	2,659,880	1,733,099.95
<u>TOTAL</u>	2,555,415	2,678,390.77

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the North Mason School District School District for the Month of August, 2025

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	216,768	553.60	64,799.65		151,968.35	29.89
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	175,000	.00	402,662.22		227,662.22-	230.09
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	185,422.21		185,422.21-	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 391,768	 553.60	 652,884.08		 261,116.08-	 166.65
 <u>B. EXPENDITURES</u>						
10 Sites	475,000	.00	22,164.56	0.00	452,835.44	4.67
20 Buildings	0	37,136.62	304,432.98	0.00	304,432.98-	0.00
30 Equipment	0	6,981.33	149,003.48	0.00	149,003.48-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 475,000	 44,117.95	 475,601.02	 0.00	 601.02-	 100.13
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 185,000.00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	83,232-	43,564.35-	7,716.94-		75,515.06	90.73-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 280,431		 159,380.84			
 <u>G. GLS 896, 897, 898 ACCOUNTING</u>	 XXXXXXXXX		 .00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
 <u>H. TOTAL ENDING FUND BALANCE</u>	 197,199		 151,663.90			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 RESERVED FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	300,000-	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	175,000-	259,948.54-
G/L 864 Rsrv Of Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 RESERVED FOR UNDISTRIBUTED PROC	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	672,199	411,612.44
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	197,199	151,663.90

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the North Mason School District School District for the Month of August, 2025

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	2,896,981	19,665.91	3,190,137.99		293,156.99-	110.12
2000 Local Support Nontax	40,000	8,413.72	73,118.95		33,118.95-	182.80
3000 State, General Purpose	15,000	4,557.54	138,937.82		123,937.82-	926.25
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	337,738	.00	337,737.50		.50	100.00
Total REVENUES/OTHER FIN. SOURCES	3,289,719	32,637.17	3,739,932.26		450,213.26-	113.69
B. EXPENDITURES						
Matured Bond Expenditures	2,305,000	700.00	2,305,700.00	0.00	700.00-	100.03
Interest On Bonds	929,718	.00	469,590.48	0.00	460,127.52	50.51
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	1,000	11.86	271.30	0.00	728.70	27.13
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	3,235,718	711.86	2,775,561.78	0.00	460,156.22	85.78
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	14,054.61	191,837.98			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)	54,001	17,870.70	772,532.50		718,531.50	> 1000
F. TOTAL BEGINNING FUND BALANCE	2,011,025		2,041,749.89			
G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	2,065,026		2,814,282.39			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,065,026		3,006,120.37			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	2,065,026		3,006,120.37			
Differences	0		191,837.98			

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance.

Exception s Found:

30	810	2024	G/L	ACCOUNT	DESC	MISSING
30	835	2024	G/L	ACCOUNT	DESC	MISSING
30	870	2024	G/L	ACCOUNT	DESC	MISSING
30	896	2024	G/L	ACCOUNT	DESC	MISSING
30	897	2024	G/L	ACCOUNT	DESC	MISSING
30	898	2024	G/L	ACCOUNT	DESC	MISSING

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the North Mason School District School District for the Month of August, 2025

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	198,975	2,332.47	164,251.11		34,723.89	82.55
2000 Athletics	126,490	4,055.61	67,983.90		58,506.10	53.75
3000 Classes	14,507	.00	14,248.50		258.50	98.22
4000 Clubs	84,565	284.00	38,337.32		46,227.68	45.33
6000 Private Moneys	4,200	.00	3,404.85		795.15	81.07
Total REVENUES	428,737	6,672.08	288,225.68		140,511.32	67.23
B. EXPENDITURES						
1000 General Student Body	114,300	405.15	82,111.16	0.00	32,188.84	71.84
2000 Athletics	162,560	1,142.14	145,245.82	0.00	17,314.18	89.35
3000 Classes	48,834	.00	27,829.92	0.00	21,004.08	56.99
4000 Clubs	96,175	5.06	52,445.84	0.00	43,729.16	54.53
6000 Private Moneys	7,000	.00	2,055.25	0.00	4,944.75	29.36
Total EXPENDITURES	428,869	1,552.35	309,687.99	0.00	119,181.01	72.21
C. EXCESS OF REVENUES						
OVER (UNDER) EXPENDITURES (A-B)	132-	5,119.73	21,462.31-		21,330.31-	> 1000
D. TOTAL BEGINNING FUND BALANCE	412,133		398,057.00			
E. GLS 896, 897, 898 ACCOUNTING	XXXXXXXXXX		.00			
CHANGES AND ERROR CORRECTIONS (+OR-)						
F. TOTAL ENDING FUND BALANCE	412,001		376,594.69			
C+D + OR - E)						
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	412,001		352,757.50			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		22,308.19			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	412,001		375,065.69			
Differences	0		1,529.00-			

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance.

Exception s Found:

40 810 2024 G/L ACCOUNT MISSING  
40 850 2024 G/L ACCOUNT MISSING  
40 870 2024 G/L ACCOUNT MISSING  
40 896 2024 G/L ACCOUNT DESC MISSING  
40 897 2024 G/L ACCOUNT DESC MISSING  
40 898 2024 G/L ACCOUNT MISSING

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the
North Mason School District
School District for the Month of
August
,
2025

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,500	672.03	17,166.09		13,666.09-	490.46
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	292,029	285,219.93	285,219.93		6,809.07	97.67
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	1,801.41		1,801.41-	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	295,529	285,891.96	304,187.43		8,658.43-	102.93
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	295,529	285,891.96	304,187.43		8,658.43-	102.93
D. <u>EXPENDITURES</u>						
Type 30 Equipment	604,904	.00	449,903.31	0.00	155,000.69	74.38
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	604,904	.00	449,903.31	0.00	155,000.69	74.38
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	309,375-	285,891.96	145,715.88-		163,659.12	52.90-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	348,225		622,062.74			
I. <u>GLS 896, 897, 898 ACCOUNTING</u> <u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	38,850		476,346.86			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	38,850	476,346.86
G/L 830 RESERVE FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
 <u>TOTAL</u>	 38,850	 476,346.86

\*\*\*\*\* End of report \*\*\*\*\*

# Coversheet

## ER-6 Facilities

<b>Section:</b>	VI. ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND
<b>POLICY REVIEW</b>	
<b>Item:</b>	B. ER-6 Facilities
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ER-6 Facilities Rev 10 9 13 Final.pdf ER-6 Facilities Rpt 9 22 25 K Michael update.pdf ER 6 Facilities Monitoring Response 9 22 25.pdf

**FACILITIES**

The Superintendent shall ensure that district facilities are adequate, safe, clean, inviting and conducive to teaching and learning.

Therefore, the Superintendent shall:

1. Develop and maintain a continual 20-year plan for developing and modernizing facilities.
2. Develop and maintain a continual five-year plan for managing and developing facilities.
3. Involve key stakeholders in the process of establishing attendance line adjustments.
4. Provide an annual report to the board.

Cross Reference: Policy 6800 Operation and Maintenance of School Property

Legal Reference: RCW 28A.530 District Bonds for Land, Buildings and Equipment  
28A.530.030 Disposition of bond proceeds-Capital projects  
Fund

*Monitoring Method:* Internal Report

*Monitoring Frequency:* Annually in September

**Adoption Date: 01/22/09**

**Revised: 06/21/12**

**Revised: 10/18/12**

**Revised: 10/09/13**

## FACILITIES

### MONITORING REPORT, SEPTEMBER 2025

#### REFLECTING ON THE 2024-2025 SCHOOL YEAR SUPERINTENDENT ROSENBACH

**The Superintendent shall ensure that district facilities are adequate, safe, clean, inviting, and conducive to teaching and learning.**

**Therefore, the Superintendent shall:**

**1. Develop and maintain a continual 20-year plan for developing and modernizing facilities.**

- Director Joan Moore has developed a long-range plan for developing and modernizing facilities. The plan is updated as projects are completed. We have completed the Building Assessment Conditions (BAC) site surveys in preparation for bond planning and submitted them to OSPI.*
- In addition, the significant development of new housing in our community will have a strong impact on future facility needs. We hired Wenaha Group to guide our work with a Bond Advisory Committee to consider future building needs. The CBAC will make recommendations on future building needs.*

**2. Develop and maintain a continual five-year plan for managing and developing facilities.**

- District staff use the management program, FMX for scheduling of all preventative maintenance, tracking of all work orders, and communication with the person requesting the work. We also use this tool to create replacement cycles for major equipment and mechanical systems. This software allows for more efficient tracking of work and communication with stakeholders.*

**3. Involve key stakeholders in the process of establishing attendance line adjustments.**

- We did not make attendance-area adjustments in the 23-24 school year. We anticipate the impact of new construction may necessitate future adjustments to our elementary school attendance area lines within the district. The FLO Analytics report of October 2023 did not highlight a current need for adjustments. Strongest growth projections are at the secondary level.*

**4. With respect to the district's facilities, the Superintendent shall not cause or allow actions that violate or materially deviate from voter-approved building and renovation projects, state law, state regulations, procurement code, or building codes.**

- We maintain separation of facilities work by capital projects and general fund. We will continue to carefully track and separate expenditures.*

**Dr. Michael Reflection:**

The facility plans (20 years and 5 years) are not in the status that I would prefer. I will be working with Joan Moore and Dan King to update these plans to be more in line with our district revenues as well as North Mason School District

Monitoring Report: ER-6  
Executive Requirements

providing transparency to our tax payers. FMX (for work orders, equipment, and facility rentals is not being used to its fullest capacity. I'll be working with Facilities, Technology, and Mr. King to ensure that the system workflows are updated and that all users have been trained.

**MONITORING RESPONSE DOCUMENT (EXECUTIVE REQUIREMENTS)**Policy Being Monitored: **ER-6 Facilities**Date Report Submitted: **September 22, 2025**

The Board on the date shown above received and reviewed the official internal monitoring report of the above cited policy submitted by the Superintendent. Following its review of the report, the Board concludes:

1. With respect to the provisions of its policy, the North Mason School District Board of Directors concludes that the Superintendent's performance during the previous year has been (check one)

☐ In compliance☐ In compliance with the following exceptions:☐ Not in compliance

2. Compliance Exceptions and Additional Remarks

Signed: \_\_\_\_\_, Chair

Date: \_\_\_\_\_

Signed: \_\_\_\_\_, Superintendent

Date: \_\_\_\_\_

*Monitoring Method:* Board self-assessment*Monitoring Frequency:* Annually in October**Adoption Date: 10/17/13**

# Coversheet

## ER-7 Asset Protection

<b>Section:</b>	VI. ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND
<b>POLICY REVIEW</b>	
<b>Item:</b>	C. ER-7 Asset Protection
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ER-7 Asset Protection.pdf ER-7 Asset Protection Monitoring Rpt Sept 22 25 - Dr. Michael.pdf ER 7 Asset Protection Monitoring Response 9 22 25.pdf

## ASSET PROTECTION

The Superintendent shall ensure that assets are protected, adequately maintained, appropriately used, and not unnecessarily risked.

Accordingly, the Superintendent shall:

1. Take steps to ensure that a program of preventive maintenance is in place for district facilities and equipment;
2. Conduct energy assessments and to make modifications which result in energy savings;
3. Implement and monitor an inventory system assuring proper tracking of district physical assets.

Further, the Superintendent may not:

1. Recklessly expose the district, its Board, or staff to legal liability;
2. Knowingly or recklessly endanger the district's public image or credibility, thereby jeopardizing the district's ability to accomplish its mission.

Cross Reference:	ER-1	Expectations of Superintendent
	ER-6	Facilities
	4020	Confidential Communications
	6050	Financial Management
	6210	Purchasing: Authorization and Control
	6530	Insurance
	6800	Operations and Maintenance of School Property
	6881	Disposal of Surplus Equipment and/or Materials
	6882	Sale of Real Property
Legal Reference:	RCW 28A.505	School District Budgets
	28A.335.010	School Buildings, maintenance, furnishing and insuring
	28A.335.090	Conveyance and acquisition of property-Management-Appraisal
	28A.335.120	Real Property-Sale
	39.33.10	Sale, exchange, transfer, lease of public property
		Authorized-Section deemed alternative

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually in September*

**Adoption Date: 01/22/09**

**Revised: 09/24/09**

**Revised: 06/21/12**

## ASSET PROTECTION

### MONITORING REPORT, SEPTEMBER 2025

**The Superintendent shall ensure that assets are protected, adequately maintained, appropriately used, and not unnecessarily risked.**

**Accordingly, the Superintendent shall:**

- 1. Take steps to ensure that a program of preventive maintenance is in place for district facilities and equipment.**
  - *In 2025, summer work, in addition to routine maintenance, focused repairing and replacing the wall removed in the Sand Hill portable. Quotes to replace the roof for the Community Gym were sought. Joan Moore has two quotes and a third company, upon seeing the project, turned the opportunity down as the project was too large in scope for their company. Other scheduled projects were completed. Parking lots were restriped, and other safety and cosmetic issues were addressed throughout the district.*
- 2. Conduct energy assessments and to make modifications which result in energy savings.**

*This is a part of our long-range building plan process. We have engaged with DES and MacDonald Miller to support our transition to new green building energy code compliance.*
- 3. Implement and monitor an inventory system assuring proper tracking of district physical assets.**
  - *We have systems in place to make certain all new items purchased by the district are added to the inventory, and all surplus or disposed of items are removed from the inventory.*
  - *A surplus sale was held Summer of 2025 to dispose of surplus and items past their useful life. We have put a plan in place to have a regular sale as needed to ensure we keep the warehouse organized.*

**Further, the Superintendent may not:**

- 1. Recklessly expose the district, its Board, or staff to legal liability.**
  - *The Assistant Superintendent and Superintendent consult with Risk Management to ensure the district is not thus exposed.*
- 2. Knowingly or recklessly endanger the district's public image or credibility, thereby jeopardizing the district's ability to accomplish its mission.**
  - *The Superintendent and district team focus on building and maintaining a positive, credible public image.*

Dr. Kristine Michael: 2025-2026

Context Interpretation

*The Superintendent will ensure district assets are protected, adequately maintained and safe from risk. In addition, the Superintendent will maximize the use of district assets and facilities.*

### **SUPERINTENDENT INTERPRETATION**

The Superintendent shall ensure that all assets – physical, intellectual, and financial – shall be protected from loss or damage through adequate security, controls, and preventative maintenance.

- Ensuring the staff of the district are protected is a key component of this policy.
- Protecting assets of the facility must also be balanced with ensuring the community who supports North Mason School District has reasonable, safe, and responsible access to facilities and assets while ensuring that meeting the needs of North Mason students must remain the primary focus for facility use and asset protection.
- Meeting the parameters of this policy is important to protect the district's financial position, legal position, funding sources, and public trust in our school district.
- The Superintendent shall ensure that there is adequate comprehensive property and casualty insurance coverage for the District. The Superintendent shall also ensure that adequate liability insurance is in place to cover staff and the District as an organization.
- The superintendent will spend adequate time at community functions to promote the school district and engage with the public.

**MONITORING RESPONSE DOCUMENT (EXECUTIVE REQUIREMENTS)**Policy Being Monitored: **ER-7 Asset Protection**Date Report Submitted: **September 22, 2025**

The Board on the date shown above received and reviewed the official internal monitoring report of the above cited policy submitted by the Superintendent. Following its review of the report, the Board concludes:

1. With respect to the provisions of its policy, the North Mason School District Board of Directors concludes that the Superintendent's performance during the previous year has been (check one)

☐ In compliance☐ In compliance with the following exceptions:☐ Not in compliance

2. Compliance Exceptions and Additional Remarks

Signed: \_\_\_\_\_, Chair

Date: \_\_\_\_\_

Signed: \_\_\_\_\_, Superintendent

Date: \_\_\_\_\_

*Monitoring Method:* Board self-assessment*Monitoring Frequency:* Annually in October**Adoption Date: 10/17/13**

# Coversheet

## Policy Review

<b>Section:</b>	VI. ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND
<b>POLICY REVIEW</b>	
<b>Item:</b>	D. Policy Review
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	ER-1 Expectations of Superintendent.pdf ER-3 Treatment of Parents, Students, Staff and the Public.pdf ER-4 Budget Planning rev 3 24 25.pdf

ER-1  
Executive Requirements

1

2

3 **EXPECTATIONS OF SUPERINTENDENT**

4 The Superintendent shall cause or allow only those practices, activities, decisions,  
5 conditions, procedures or organizational circumstances which are lawful, ethical, safe,  
6 respectful, prudent, fair, equitable, dignified and in compliance with contract, state and  
7 federal law and regulation, Board policy, and collective bargaining agreements.  
8

9 Legal References: RCW 28A.400.030 Superintendent's Duties

10 *Monitoring Method:* Internal Report

11 *Monitoring Frequency:* Annually in August

12 **Adoption Date:** 01/22/09

**TREATMENT OF PARENTS, STUDENTS, STAFF, AND THE PUBLIC**

With respect to interactions with stakeholders (parents, students, staff, and the public), the Superintendent shall ensure that all are treated with respect and

Accordingly, the Superintendent shall:

1. Use methods of managing that protect confidential information;
2. Provide for effective handling of complaints;
3. Appropriately involve stakeholders in an advisory capacity in important issues which impact them directly; and provide to district advisory groups, such as those formed for curriculum, facilities, and levy/bond matters, a formal charter document advising each such group of its purpose, organization and functions.
4. Take reasonable steps to inform stakeholders of those policies and procedures that impact them.
5. Facilitate orderly and appropriate public access to the Board, and to ensure timely and appropriate follow-up in response to expressed public input.
6. Establish and maintain a working environment for staff that is safe, civil and conducive to teaching and learning;
7. Operate within written personnel policies which;
  - a. Clarify personnel rules and procedures for staff;
  - b. Provide for effective handling of grievances;
  - c. Protect against discrimination, harassment, or other mistreatment;
8. Ensure that all staff is informed of the provisions of this policy.

Further, the Superintendent may not:

1. Prevent employees from grieving to the Board when internal and/or contractual grievance procedures have been exhausted and the employee alleges that Board policy has been violated;

Cross Reference:	Policy 2106	Program Compliance
	Policy 3231	Student Records
	Policy 4000	Public Information Program
	Policy 4050	Citizen Advisory Committees
	Policy 5005	Employment: Disclosures, Certification, Assurance and Approval
	Policy 5630	Volunteers
	Policy 6511	Staff Safety

Legal Reference:	RCW 28A.150.230	Basic Education Act of 1977 – District School Director’s Responsibilities
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ER-3  
Executive Requirements

1	20 U.S.C. § 1232g	Family Education Rights and Privacy Act
2	CFR 45, Part 99	Family Education Rights and Privacy Act Regulations
3	RCW 40.24.030	Address Confidentiality Program – Application
4		Certification
5	WAC 296-24	General Safety and Health Standards
6	<i>Monitoring Method:</i> Internal Report	
7	<i>Monitoring Frequency:</i> Annually in August	
8	<b>Adoption Date:</b>	<b>01/22/09</b>
9	<b>Revised:</b>	<b>06/21/12</b>
10	<b><u>Revised:</u></b>	<b><u>09/19/13</u></b>

## BUDGET PLANNING

## Executive Expectations

1	28A.320.090	Preparing & distributing information on
2		district's instructional program, operation
3		and maintenance — Limitation
4	28A.330.100	Additional powers of the board
5	28A.505	School Districts' Budgets
6	28A.505.040	Budget — Notice of completion — Copies —
7		Review by ESD
8	28A.505.060	Budget — Hearing and adoption of — Copies
9		filed with ESDs
10	28A.505.080	Budget — Disposition of copies
11	28.505.150	Budgeted expenditures as appropriations —
12		Interim expenditures — Transfer between
13		budget classes — Liability for
14		nonbudgeted expenditures
15	28A.510	Apportionment to District — District
16		Accounting
17	WAC 392-123-054	Time Schedule for Budget

18 *Monitoring Method:* Internal Report  
 19 *Monitoring Frequency:* Annually in August

20 **Adoption Date:** 01/22/09  
 21 **Revised:** 06/21/12  
 22 **Revised:** 09/18/14  
 23 **Revised:** 09/21/17

# Coversheet

## Board Self-Assessment of Meeting

<b>Section:</b>	VII. Closing Items
<b>Item:</b>	D. Board Self-Assessment of Meeting
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	BOARD SELF ASSESSMENT .pdf

**BOARD SELF ASSESSMENT**

The Board will use the following instrument to evaluate its performance during meetings.

Date of Meeting 09/22/2025 Thomas Number of Members Present \_\_\_\_\_

**I. General meeting behavior**

Rate the Board's meeting behavior as "satisfactory" or "not satisfactory."

Satisfactory	Not Satisfactory	
		The agenda was well planned to focus on the real work of the Board.
		The Board followed its agenda and did not allow itself to get sidetracked
		Board members prepared for and contributed to the meeting
		The meeting proceeded without interruptions or distractions
		The Board's deliberations and decision-making processes were public
		Participation was balanced. All participated; no one dominated
		Members listened attentively, avoiding side conversations
		Work was conducted in an atmosphere of trust and openness
		Meeting participants treated each other with respect and courtesy

Remarks:

**II. Governance principles review**

Were these principles followed? Mark ☐ Yes or ☐ No. For any **not** followed, please add remarks.

YES	NO	N/A	
			1. Board actions occur at the policy level rather than at the operational level.
			2. The Board reviews policy about each topic before discussing that issue.
			3. In writing additional policies, the Board starts with a broad statement and becomes more detailed in a logical and disciplined sequence.
			4. The Board minimizes time spent monitoring past performance.
			5. The Board routinely dedicates time to reviewing/improving its own process.
			6. The Board clarifies priorities/values when considering potential outcomes, beneficiaries and costs of outcomes.
			7. The Board follows an annual calendar based on a plan for doing its work.
			8. The Board Chair helps the Board efficiently conduct its meeting.
			9. The Board spends most of its time deliberating issues, defining and clarifying its vision, and linking with its community, as opposed to "fixing things."
			10. The Board supports the Superintendent in any reasonable interpretation of its policies.

Remarks:

**II.** Overall ☐ Satisfactory ☐ Not Satisfactory

**Comments:**

*Monitoring Method:* Board self-assessment

*Monitoring Frequency:* Annually in July

**Adoption Date:** 01/22/09

**Revised:** 10/21/10