



# Medical Lake School District

## Medical Lake School District #326, WA

### Regular Board Meeting

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#### Date and Time

Tuesday August 27, 2024 at 5:00 PM PDT

#### Location

Medical Lake School District Administration Office

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#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Pledge of Allegiance			1 m
D. Approve Agenda ~ With Noted Change	Vote		1 m
E. What's Right	Discuss		5 m
<b>Administrators, Board and Guests Comment on Something Positive They've Seen in the District and Community ~ Anyone attending the meeting will be given the opportunity to share something positive following the Board's comments</b>			
<b>II. Consent Agenda</b>			<b>5:08 PM</b>
A. Minutes from Regular Board Meeting 7-23-2024	Approve Minutes		1 m

	Purpose	Presenter	Time
<b>B.</b> Approve Minutes from Budget Hearing 7.23.2024	Approve Minutes		
<b>C.</b> Approve the Consent Agenda	Vote		
<ul style="list-style-type: none"> <li>• Personnel (Certificated and Classified)                             <ul style="list-style-type: none"> <li>◦ Resignations</li> <li>◦ Leaves</li> <li>◦ Staff Contracts</li> </ul> </li> <li>• Staff Travel</li> <li>• Board Member Compensation</li> <li>• Fiscal Vouchers                             <ul style="list-style-type: none"> <li>◦ General Fund (Payroll and Accounts Payable)</li> <li>◦ A.S.B. Fund</li> <li>◦ Capital Projects</li> </ul> </li> <li>• Financial Report</li> </ul>			

**III. Public Comments on Individual Action Items**

Anyone wishing to speak to a specific individual action item, board policy or other, listed below will be given the opportunity here, prior to action being taken by the Board.

<b>IV. Individual Actions Items</b>			<b>5:09 PM</b>
<b>A.</b> Board Policy ~ 2413 Equivalency Credit Opportunities; Second Reading	Vote		1 m
<b>B.</b> Approve the MLEA Collective Bargaining Agreement	Vote		1 m
<b>C.</b> Approve the PSE Schedule A	Vote		1 m
<b>D.</b> Approve the Non-Rep Schedule A	Vote		1 m
<b>E.</b> Approve the Minimum Basic Education Requirement	Vote		1 m
<b>F.</b> Approve the Sole Source Document for Nutrition Services	Vote		1 m

	Purpose	Presenter	Time
<b>G.</b> Approve the Bus Driver Attendance Incentive Program and the New Bus Driver Incentive Program	Vote		1 m
<b>H.</b> *Noted Change* Approval for 8th Grade Girls to Play on High School Soccer Team	Vote		1 m
<b>V. Student Representatives Report</b>			
<b>VI. Reports and Discussions</b>			<b>5:17 PM</b>
<b>A.</b> New Staff Orientation ~ Rob Haugen	Discuss		5 m
<b>B.</b> Summer School Report ~ Rob Haugen	Discuss		5 m
<b>C.</b> Assessment Plan for the 2024/2025 School Year ~ Rob Haugen	Discuss		5 m
<b>D.</b> Summer Maintenance Projects Report ~ Chad Moss	Discuss		5 m
<b>E.</b> Summer Meal Program Report ~ Chad Moss	Discuss		5 m
<b>VII. Board Reports and Discussion</b>			
<b>VIII. Superintendent's Report</b>			<b>5:42 PM</b>
<b>A.</b> All Staff Day Recap	Discuss		10 m
<b>IX. Communications with Staff, Guests, and District Residents</b>			
<p>Anyone wishing to speak to something other than a "What's Right" or an "Individual Action Item" will be given the opportunity to speak. Public comment period is not a time for dialogue between the board and the public. The board will not respond to the public. The board will not respond to statements, questions, or challenges made during public comment period and there will be no back-and-forth dialogue. Please know that the board's silence is neutral. It is neither a signal of agreement nor disagreement with the speaker's remarks.</p>			
<b>X. Executive Session ~ None at this time</b>			

Purpose

Presenter

Time

**XI. Closing Items**

**A. Adjourn Meeting**

FYI

# Coversheet

## Minutes from Regular Board Meeting 7-23-2024

**Section:** II. Consent Agenda  
**Item:** A. Minutes from Regular Board Meeting 7-23-2024  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on July 23, 2024

APPROVED



**Medical Lake**  
School District

## Medical Lake School District #326, WA

### Minutes

#### Regular Board Meeting

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**Date and Time**

Tuesday July 23, 2024 at 5:00 PM

**Location**

Medical Lake School District Administration Office  
and [Zoom](#)

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**Directors Present**

Alexis Alexander, Gerri Johnson, Laura Parsons, Ron Cooper, Sarra Reiber, Wendy Williams-Gilbert

**Directors Absent**

*None*

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**I. Opening Items****A. Record Attendance****B. Call the Meeting to Order**

Wendy Williams-Gilbert called a meeting of the board of directors of Medical Lake School District #326, WA to order on Tuesday Jul 23, 2024 at 5:06 PM.

**C. Pledge of Allegiance****D. Approve Agenda**

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**E. What's Right**

Teacher and community member Ryan Grant spoke to the Youth Leadership Spokane program which helps students with special needs learn how to interact in public settings. There are two students from Medical Lake enrolled in the program. He also noted that the High school AP tests came back and it shows that our students are doing well. Ryan says that the college options at the high school are wonderful.

**II. Consent Agenda**

**A. Minutes from Regular Board Meeting 6-25-2024**

Laura Parsons made a motion to approve the minutes from Regular Board Meeting on 06-25-24.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**B. Approve the Consent Agenda**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**III. Individual Actions Items**

**A. Board Policy 2409 ~ Credit for Competency/Proficiency; First and Second Reading**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**B. Board Policy ~ 2413 Equivalency Credit Opportunities; First Reading**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**C. Approve Board Resolution 23-24.08 ~ General Fund Budget Extension**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**D. Approve Board Resolution 23-24.09 ~ Capital Fund Budget Extension**

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**E. Approve the 2024-2025 School Year Budget**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**F. Approve the Annual Notifications**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**G. Approve the School Board Meetings for the 2024-2025 School Year**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board unanimously approved option #2, with the modification of moving the October 22 meeting from the Middle School to the Administration Office.  
The board **VOTED** unanimously to approve the motion.

**H. Approve the Voluntary Student Accident & Sickness Insurance Plan for the 2024-2025**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**I. Approve the Annual Fuel Bid Renewal**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**J. Approve the Medical Lake School District CTE 4-Year Plan ~ Justin Blayne**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**K. Approve the Surplus of 3 Varidesks from the District Office**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**L.**



**Approve the Surplus of Old Office Furniture from Hallett Elementary**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**M. Approve the Surplus of Office Furniture from the High School**

Laura Parsons made a motion to approve.  
Alexis Alexander seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**IV. Superintendent's Report**

**A. Medical Lake Promise Data Dashboards**

We are excited to say the Medical Lake Promise tab is now live on our website. We've embedded the interactive CEE data that correlates with each promise. Parents and community members can cycle through the data tabs on each page.

**V. Communications with Staff, Guests, and District Residents**

**A. TY**

Ryan Grant want to note that MLEA negotiations were kind and friendly. He wanted to say "thank you" to Kim, Rob, Chad and everyone involved for making it such a smooth process.

Ryan appreciated the stipends for extended education. They will encourage all teachers to keep going on learning instead of just reaching a maximum and stopping. He thanked the District administration for being fiscally responsible so we aren't in the position other districts are when it comes to staffing layoffs.

The MLEA and Ryan greatly appreciate Kim's leadership.

**VI. Executive Session**

**A. Superintendent's Evaluation Documents**

30 minute session to discuss the superintendent's evaluation, negotiations and possible litigation.

**VII. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:02 PM.

Respectfully Submitted,  
Wendy Williams-Gilbert

The Board entered into executive session at 6:07 p.m. and adjourned at 6:33 p.m.

# Coversheet

## Approve Minutes from Budget Hearing 7.23.2024

**Section:** II. Consent Agenda  
**Item:** B. Approve Minutes from Budget Hearing 7.23.2024  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Budget Hearing on July 23, 2024

APPROVED



Medical Lake  
School District

## Medical Lake School District #326, WA

### Minutes

#### Budget Hearing

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**Date and Time**

Tuesday July 23, 2024 at 4:45 PM

**Location**

Medical Lake School District Administration Office

And [Zoom](#)

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**Directors Present**

Alexis Alexander, Gerri Johnson, Laura Parsons, Ron Cooper, Wendy Williams-Gilbert

**Directors Absent**

*None*

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**I. Opening Items****A. Record Attendance****B. Call the Meeting to Order**

Wendy Williams-Gilbert called a meeting of the board of directors of Medical Lake School District #326, WA to order on Tuesday Jul 23, 2024 at 4:45 PM.

**C. Review the 2023/2024 Proposed General Fund Budget Extension**

This is a review of the general fund budget extension discussed at the June 25, 2024 meeting. The requested \$500,000 will help offset the increased cost of insurance and the late invoice from our Running Start program.

**D.**

### **Review the 2023/2024 Proposed Capital Budget Extension**

This is a review of the capital funds budget extension discussed at the June 25, 2024 meeting. The requested \$400,000 will cover the cost of the increased price for the High School controls and the Middle School vestibule construction which started 1 month into the new fiscal year.

### **E. Review the Proposed 2024/2025 Budget**

Assistant Superintendent of Finance and Operations, Chad Moss discussed the highlights for the district budget and a summary of revenues and expenditures. Also included were pages from the 195F, a 4-year comparison for enrollment and staff counts, general fund budget, ASB fund budget, debt service fund, capital projects fund, and transportation vehicle fund summaries.

## **II. MSOC Disclosure**

### **A. MSOC Disclosure**

Following the presentation of the budget was the MSOC Disclosure which is required by law and shows that monies were spent for their intended allocations only.

No public comments were made via Zoom or in-person.

## **III. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:03 PM.

Respectfully Submitted,  
Wendy Williams-Gilbert

# Coversheet

## Approve the Consent Agenda

**Section:** II. Consent Agenda  
**Item:** C. Approve the Consent Agenda  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 8.27.2024 Consent Agenda (1).pdf  
Financials.pdf

**8.27.2024 ~ Consent Agenda**

**Resignations** - Dave Boyd ~ Head Baseball Coach, Middle School (effective 8/14/2024); Lisa Henry ~ Classroom Para, High School (effective 8/8/2024); Risa Santos ~ Para, Michael Anderson Elementary (effective 8/21/2024);

**Leaves** - None at this time

**Staff Contracts:**

**Administrative Staff** - None at this time

**Certificated Staff** - Halle Barsness ~ Special Education Teacher, Middle School (effective beginning of the 24/25 school year); Heather Reither ~ TOSA Behavior Intervention Secondary & Elementary Support IYO (effective for the 24/25 school year); Baylor Galley ~ Special Education Teacher, Middle School (continuing contract, effective beginning of the 24/25 school year); Amy Tuman ~ Special Education Teacher, Hallett Elementary (continuing contract, effective beginning of the 24/25 school year); Heather Petro ~ Core Sub, High School (effective beginning of the 24/25 school year); Danielle Hodgson ~ Core Sub, Middle School (effective beginning of the 24/25 school year); Wendy Armes ~ Core Sub, Hallett Elementary (effective beginning of the 24/25 school year); Emma Weberling ~ Core Sub, Michael Anderson Elementary (effective beginning of the 24/25 school year); Tristan Dodson ~ Elementary Music Teacher, Hallett Elementary (0.50 FTE LOA effective 8/28/2024 - Winter Break);

Allen Christine, Allred Angelina, Averill Jeffrey, Backstrom Rachel, Barnhart Michael, Baughman Brenda, Benson Sheila, Bolin Lacey, Bollinger Anna, Boyd Dave, Boyd Katrina, Breidenbach Sierra, Buckley Trevor, Carr Acecia, Cassem Kathryn, Coins Karen, Colley William, Collins Daniel, Constantine Michael, Cook Freida, Corcoran Arthur, Cornwell Brandon, Cornwell Phoenix, Crawford Kora, Crockett Kailey, Davis Clifton, Dayton Marci, Dayton Scott, Dorcheus Kerry, Dormaier Dave, Dormaier Stephanie, Dunlop Keith, Dunlop Lisa, Edwards Charlene, Eliassen Dawn, Ellis Kathryn, Engstrom Julia, Feider Tara, Fragomeni Grace, Gilbert Gwenden, Grant Paula, Grant Ryan, Griffith Danielle, Haase Courtney, Hammond, Angela, Harris Jolene, Hart Alan, Hart Tera, Henderson Darla, Hester Brenda, Hiam Kristin, Hickman Megan, Hill Michelle, Houn Mathew, Johnson Craig, Kantola Kimberly, Knutzen Kailie, Kozyra Alexis, Lamb Sara, Lee Kimberly, Lemire Lisa, Madsen Gail, Masinter Daniel, Mclaughlin Elyse, Mcmillan David, Mcneill Mitchell (David), Motz Kilei, Musselwhite Marilyn, Myers Jamie, O'Donnell Sara, Ornelas Israel (Jerry), Overman Sheila, Owen Morris, Perry Davin, Petersen Samuel, Petersen Sandra, Peterson Heidi, Petro Heather, Phillips Michael, Pielop Julie, Pierce Megan, Potter Amanda, Powers Chad, Puzycycki Nicholas, Reedy Tanya, Reither Heather, Remendowski Terri, Riddle Matthew, Robillard Candace, Rodrigues Siara, Rupert Cecelia, Russell Jennifer, Schmidt Samuel, Schreiberman Cynnea, Schwarzer Carey, Shull Christina, Simmons Tammy, Simon Daniel, Smith Katharine, Spilker Cheryl, Stanley Logan, Stigall Amanda, Swegle Lacey, Tareski Tanner, Ulakovich Austin, Van Soest Hailey, Vanderhoof Teresa, Vega Jennifer, Wagner Lisa, Walker Kyle, Ward Brett, Watts Ashley, Weber Hannah, Williams Alizabeth, Williams Angela, Wimmer Hannah, Wissink Keri, Work Sharon, Yamane Glen, Young Paula

**Certificated Substitutes** - None at this time

**Long-term Substitutes** - None at this time

**Classified Staff** - Kayla Bogle ~ Sped/Behavioral Support Para, Michael Anderson Elementary (effective beginning of the 24/25 school year); Haily Simpson ~ Classroom Para, Hallett Elementary (effective beginning of the 24/25 school year); Marianne Lara ~ Library Technology Support, Michael Anderson Elementary (effective beginning of the 24/25 school year); Cara Phelps ~ Sped/Behavioral Support Para, Middle School (effective beginning of the 24/25 school year); Ashley Heiner ~ Sped/Behavioral Support Para, Middle School (effective beginning of the 24/25 school year); Hunter Hollingsworth ~ Sped/Behavioral Support Para, Middle School (effective beginning of the 24/25 school year); Ellie Brown ~ Registered Behavior Tech, location TBD (effective 8/28/2024); Aimie Keiley ~ Supervisory Assistant, Michael Anderson Elementary (effective beginning of the 24/25 school year); Steve Bahme ~ Supervisory Assistant/Security, High School (effective beginning of the 24/25 school year);

Andrade Carrie, Bahr Jeremy, Beecher Michael, Beitinger Jacob, Benner Morgan, Bliven Catherine, Broadway Susan, Brower Lindsay, Brown Ellie, Burket Roong, Burris Amy, Caraway Curtis, Carl Leah, Carstens Rebecca, Chadwick Jessica, Chicoine Amy, Clay Lynee, Collins Thomas, Crosby Alita, Daily Gai, Deck Carl, DeVore Daniel, DeVore David, DeVore Shirley, Dorcheus Masie, Dunkin Chelsea, Dwight Wendy, Edwards Holly, Falmoe Thomas, Fisk Lisa, Fitzgerald Yayoi, FitzPatrick Margaret, French Caralyn, French Jefferson, Greig-Marston Shannon, Gulling Rochelle, Hall Emily, Halme Johana, Haren Jamyia, Harris Cameron, Haynes Aleesa, Haynes Jeff, Haynes Melody, Heater Clarita, Heiner Ashley, Hernandez Josue, Hiatt Carolyn, Hofer Jolene, Hofer Nevin, Hudson Breann, Jacobs Jessica, Johnson Catherine, Jones Deborah, Kepner Joseph, King Gary, Klein Jake, Knight Allison, Knights Celeste, Kuzmaul Kenneth, Lalicker Erika, Lundberg Kyle, Lynds Michaela, Markham Aaron, Martin Douglas, Meckel Nerissa, Michel Claudia, Michener Melisa, McDowell Douglas, McKenzie Marie, Mock Darci, Newman Dan, Niblock Ross, Novochekov Peter, Nowalk Kim, O'Connor Heidi, Isidro (Rey) Ornelas, Parkison Karin, Patterson Edward, Petersen Anjeannette, Peterson Sabrina, Phelps Cara, Rightler Cheyanne, Robison Julie, Salinas-Sanders April, Potter Scott, Pound Sean, Puzycycki Sarah, Kathryn, Sattler Kurt, Schuning Thane, Town Michael, Schlotfeldt Darcy, Scott Georganne, Singleton Ariel, Smith Camilla, Smith Cathy, Smith Laurie, Smith Nickolas, Stevens Tonya, Swalm Dana, Sweet Susan, Sylvester Michelle, Wahl Carolyn, Wentland Lisa, Zimmerman Paula

**Classified Substitutes** - *None at this time*

**Extra Curricular Activities** - *Steve Bahme ~ Assistant Football Coach, High School (effective 8/19/2024); Halle Barsness ~ Assistant Volleyball Coach, High School (effective fall 2024); Wendy Armes ~ Assistant Softball Coach, Middle School (effective fall 2024); Mike Johnson ~ Assistant Football Coach, Middle School (effective 24/25 school year); John Potter ~ Assistant Football Coach, Middle School (effective 24/25 school year);*

**Other** - *None at this time*

**Teachers Teaching Out of Content Areas:** *Heather Reither (special education ~ effective 8/4/2024-6/30/2025); Lanee Alaniz (math support ~ effective 8/28/2024-12/20/2024); Nick Puzyccki (special education ~ effective 8/4/2024 - 10/10/2024); Jeff Averill (elementary certification ~ 8/28/2024 - 10/10/2024);*

**Staff Travel:** *None at this time*

**Board Member Compensation:** *None at this time*

**Financials**The following vouchers/warrants 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, were approved for payment.

*General Fund (Payroll) for June 28, 2024, warrants 135541 - 135543 in the amount of \$4,360.48;*

*General Fund (Payroll/Accounts Payable) for June 28, 2024, warrants 135544 - 135561 in the amount of \$665,045.01;*

*General Fund (Accounts Payable) for June 28, 2024, warrants 135562 - 135617 in the amount of \$123,292.26;*

*ASB Fund (Accounts Payable) for June 28, 2024, warrants 135618 - 135629 in the amount of \$27,219.16;*

*General Fund (Accounts Payable) for July 16, 2024, warrants 135630 - 135681 in the amount \$263,116.68;*

*ASB (Accounts Payable) for July 16, 2024, warrants 135682 - 135688 in the amount of \$16,914.84;*

*General Fund (Accounts Payable) for July 31, 2024, warrants 135689 - 135690 in the amount of \$2,818.12;*

*General Fund (Payroll/Accounts Payable) for July 31, 2024, warrants 135691 - 135707 in the amount of \$659,929.22;*

*General Fund (Accounts Payable) for July 31, 2024, warrants 135708 - 135742 in the amount of \$106,569.05;*

*General Fund (Accounts Payable) for August 16, 2024, warrants 135743 - 135811 in the amount of \$221,601.23;*

*ASB Fund (Accounts Payable) for August 16, 2024, warrants 135812 - 135812 in the amount of \$5,199.93;*



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the Medical Lake School District School District for the Month of July, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	1,557,148	2,540.52	1,529,597.20		27,550.80	98.23
2000 LOCAL SUPPORT NONTAX	570,626	64,466.48	580,746.35		10,120.35-	101.77
3000 STATE, GENERAL PURPOSE	18,346,710	2,087,420.04	16,198,210.72		2,148,499.28	88.29
4000 STATE, SPECIAL PURPOSE	5,010,294	673,201.44	4,427,571.30		582,722.70	88.37
5000 FEDERAL, GENERAL PURPOSE	2,527,258	.00	3,079,734.36		552,476.36-	121.86
6000 FEDERAL, SPECIAL PURPOSE	1,962,964	115,715.74	1,884,912.18		78,051.82	96.02
7000 REVENUES FR OTH SCH DIST	25,000	.00	.00		25,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	2,191.93	11,500.00		11,500.00-	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>30,000,000</b>	<b>2,945,536.15</b>	<b>27,712,272.11</b>		<b>2,287,727.89</b>	<b>92.37</b>
<b>B. EXPENDITURES</b>						
00 Regular Instruction	16,875,662	1,228,427.41	14,429,995.95	224,271.01	2,221,395.04	86.84
10 Federal Stimulus	381,304	27,191.53	327,475.09	0.00	53,828.91	85.88
20 Special Ed Instruction	4,128,859	386,481.70	3,919,572.25	48,492.67	160,794.08	96.11
30 Voc. Ed Instruction	1,161,240	95,004.56	1,019,924.34	9,716.91	131,598.75	88.67
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	997,577	163,540.14	1,092,219.34	4,622.83	99,265.17-	109.95
70 Other Instructional Pgms	49,993	3,328.79	32,779.42	0.00	17,213.58	65.57
80 Community Services	217,451	29,961.41	334,232.47	0.00	116,781.47-	153.70
90 Support Services	6,987,905	568,200.64	6,672,839.97	390,019.71	74,954.68-	101.07
<b>Total EXPENDITURES</b>	<b>30,799,991</b>	<b>2,502,136.18</b>	<b>27,829,038.83</b>	<b>677,123.13</b>	<b>2,293,829.04</b>	<b>92.55</b>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	799,991-	443,399.97	116,766.72-		683,224.28	85.40-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	4,750,000		4,521,903.14			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	3,950,009		4,405,136.42			

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 Restrictd for Carryover	0	.00
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	100,000	48,615.46
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 Econmc Stabilizatr	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 Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	3,850,009	4,356,520.96
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00
 <u>TOTAL</u>	 3,950,009	 4,405,136.42

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the Medical Lake School District School District for the Month of July, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	306,038	480.24	299,764.63		6,273.37	97.95
2000 Local Support Nontax	4,000	1,327.54	5,859.81		1,859.81-	146.50
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
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	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>310,038</b>	<b>1,807.78</b>	<b>305,624.44</b>		<b>4,413.56</b>	<b>98.58</b>
<b>B. EXPENDITURES</b>						
10 Sites	400,038	.00	.00	0.00	400,038.00	0.00
20 Buildings	0	.00	342,052.41	195,000.00	537,052.41-	0.00
30 Equipment	0	.00	.00	0.00	.00	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
<b>Total EXPENDITURES</b>	<b>400,038</b>	<b>.00</b>	<b>342,052.41</b>	<b>195,000.00</b>	<b>137,014.41-</b>	<b>134.25</b>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	90,000-	1,807.78	36,427.97-		53,572.03	59.52-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	200,000		273,514.94			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	110,000		237,086.97			

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 Restricted 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	0	.00
G/L 862 Committed from Levy Proceeds	0	38,024.81
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	400,038-	342,052.41-
G/L 866 Restricted Impact Fees	0	.00
G/L 867 Restrictd Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	510,038	541,114.57
G/L 890 Unassigned Fund Balance	0	.00
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00
<u>TOTAL</u>	110,000	237,086.97

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the Medical Lake School District School District for the Month of July, 2024

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	1,481,720	2,310.16	1,450,660.63		31,059.37	97.90
2000 Local Support Nontax	4,000	3,126.80	23,784.50		19,784.50-	594.61
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>1,485,720</u>	<u>5,436.96</u>	<u>1,474,445.13</u>		<u>11,274.87</u>	<u>99.24</u>
<b>B. EXPENDITURES</b>						
Matured Bond Expenditures	1,190,000	.00	1,190,000.00	0.00	.00	100.00
Interest On Bonds	304,050	.00	304,050.00	0.00	.00	100.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	25,000	.00	.00	0.00	25,000.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>1,519,050</u>	<u>.00</u>	<u>1,494,050.00</u>	<u>0.00</u>	<u>25,000.00</u>	<u>98.35</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	33,330-	5,436.96	19,604.87-		13,725.13	41.18-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	1,140,000		1,171,051.83			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	1,106,670		1,151,446.96			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	1,106,670		1,151,446.96			
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			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	<u>1,106,670</u>		<u>1,151,446.96</u>			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the Medical Lake School District School District for the Month of July, 2024

A. REVENUES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	193,600	806.68	79,807.81		113,792.19	41.22
2000 Athletics	136,310	3,931.85	113,290.64		23,019.36	83.11
3000 Classes	11,900	.00	8,372.15		3,527.85	70.35
4000 Clubs	90,571	1,440.00	77,653.94		12,917.06	85.74
6000 Private Moneys	8,150	.00	30,479.48		22,329.48-	373.98
<u>Total REVENUES</u>	440,531	6,178.53	309,604.02		130,926.98	70.28
<b>B. EXPENDITURES</b>						
1000 General Student Body	219,650	8,800.65	86,932.64	8,129.93	124,587.43	43.28
2000 Athletics	138,676	1,885.83	102,754.72	10,683.66	25,237.62	81.80
3000 Classes	16,455	1,531.95	9,919.17	1,117.58	5,418.25	67.07
4000 Clubs	79,480	3,684.25	81,346.07	4,364.62	6,230.69-	107.84
6000 Private Moneys	10,211	1,007.89	16,206.40	332.35	6,327.75-	161.97
<u>Total EXPENDITURES</u>	464,472	16,910.57	297,159.00	24,628.14	142,684.86	69.28
<b>C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)</b>	23,941-	10,732.04-	12,445.02		36,386.02	151.98-
<b>D. TOTAL BEGINNING FUND BALANCE</b>	225,000		244,631.82			
<b>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	XXXXXXXXX		.00			
<b>F. TOTAL ENDING FUND BALANCE (C+D + OR - E)</b>	201,059		257,076.84			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	201,059		257,076.84			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
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			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	201,059		257,076.84			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the Medical Lake School District School District for the Month of July, 2024

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	2,000	544.19	11,551.71		9,551.71-	577.59
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	388,000	.00	.00		388,000.00	0.00
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	4,500.00		4,500.00-	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	<u>390,000</u>	<u>544.19</u>	<u>16,051.71</u>		<u>373,948.29</u>	<u>4.12</u>
<u>B. 9900 TRANSFERS IN FROM GF</u>	<u>0</u>	<u>.00</u>	<u>.00</u>		<u>.00</u>	<u>0.00</u>
<u>C. Total REV./OTHER FIN. SOURCES</u>	<u>390,000</u>	<u>544.19</u>	<u>16,051.71</u>		<u>373,948.29</u>	<u>4.12</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	315,000	.00	314,897.52	0.00	102.48	99.97
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>	<u>315,000</u>	<u>.00</u>	<u>314,897.52</u>	<u>0.00</u>	<u>102.48</u>	<u>99.97</u>
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>F. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	<u>75,000</u>	<u>544.19</u>	<u>298,845.81-</u>		<u>373,845.81-</u>	<u>498.46-</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>104,000</u>		<u>494,345.57</u>			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	<u>179,000</u>		<u>195,499.76</u>			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	179,000		195,499.76			
G/L 830 Restricted 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			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	<u>179,000</u>		<u>195,499.76</u>			

## Coversheet

### Board Policy ~ 2413 Equivalency Credit Opportunities; Second Reading

**Section:** IV. Individual Actions Items  
**Item:** A. Board Policy ~ 2413 Equivalency Credit Opportunities; Second Reading  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2413.pdf



**Medical Lake School District Board Policy**

2413

1

**Equivalency Credit Opportunities**

Prior to course scheduling or course registration for the next school term, the district will provide information to students and their parents or legal guardians about meeting credit-based graduation requirements through equivalency courses.

**Experiential Education Opportunities**

The district may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district.

To grant credit for such experiences, a proposal for approval of credit must be submitted to the district's designated team.

The proposal shall include the following elements:

- a) Name of program or planned learning experience;
- b) Length of time for which approval is desired;
- c) Objectives of the program or planned learning experience;
- d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- e) Description of how credits shall be determined (completion of a district-defined course or satisfactory demonstration of proficiency or competency in the related state learning standards in accord with WAC 180-51-050(1) and WAC 180-51-051;
- f) Content outline of the program and/or major learning activities and instructional materials to be used;
- g) Description of how student performance will be assessed;
- h) Qualifications of instruction personnel;
- i) Plans for evaluation of program; and
- j) How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, and education programs sponsored by governmental agencies.

**Career and Technical Education Courses Provided by the District**

~~Until September 1, 2021 the district will offer high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the office of the superintendent of public instruction under RCW 28A.700.070.~~

On or after September 1, 2021, any statewide equivalency course offered by the district or assessed at a skill center will be offered for academic credit. Any approved state and local equivalency course offered by a host district in a skill center in which the district participates under an interdistrict cooperative agreement will be honored as an equivalency course by the district. Students served at any core, branch, or satellite skill center campus must have access to academic credit for any approved local or state equivalency courses offered at those sites and in accordance with transcript requirements in RCW 28A.230.097.

**Medical Lake School District Board Policy****2413****2**

The district ~~will~~ **may** also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

Each high school ~~shall~~ **will** adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

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

Career and technical courses approved for equivalency must meet the following criteria:

- A. Align with the state's essential academic learning requirements and grade level expectations; and
- B. Align with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee shall certify that courses meet industry standards.
- C. Recorded on the student's transcripts as the academic course the equivalence credit fulfills.

**Mastery/Competency-Based Credits**

The mastery/competency examination must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the examination is offered, which could include individual schools, district buildings, community colleges, universities, education service districts, or other community settings. A student may take the examination for competency. The district will award credit based on the highest examination score.

The student will be responsible for the cost of taking a competency examination. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced lunch.

The district will receive official test results for each student who takes a competency examination. The district will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

**Elective Credit for Paid Work Experience**

Students ages 16 and older may earn up to two elective high school credits through paid work experience according to the requirements contained in chapter 28A.600 RCW, which include pre-approval of a proposal and assessment of the student's grade-level proficiency on the state financial education learning standards. Credits earned through this policy do not restrict students from earning additional credits through cooperative worksite learning (WAC 392-410-315) through mastery/competency policy.

Students who are legally eligible for paid employment may earn elective credit for paid work experience. Students who meet the requirements below as determined by the appropriate school official will be awarded one-half elective credit for each 180 hours of paid, verified work experience. Students may earn up to a maximum of two elective high school credits through this process.

**Medical Lake School District Board Policy**

2413

3

In order to be eligible to receive elective credit, the student's High School and Beyond Plan must be updated to reflect the paid work experience. In addition, the student's paid work experience must be approved in advance and in writing by the school counselor, principal, or principal designee. Approval is contingent upon the student's submission of the following information:

- Identification of the work-based sponsor (employer) who will serve as the point of contact for the employer and participate in supervising the student during the student's employment;
- A student narrative describing how the paid work experience will enable the student to develop the knowledge and skills necessary to meet the goals of basic education, including those essential to understanding the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities as provided in RCW 28A.150.210(4); and
- A plan for demonstrating or otherwise assessing the student's:
  - Grade-level proficiencies on the state financial education learning standards for employment and income or financial decisions as provided in the state financial education learning standards adopted in RCW 28A.300.469; and
  - Growth in proficiency in meeting the state financial education learning standards that occurred between pre-work and post-work experiences.

The hours worked may occur during a student's school day, outside of the regular school calendar, or in accordance with WAC 180-51-050 and 180-51-051. The district will verify the number of paid hours worked by the student at least once per term.

**Courses taken before attending high school**

The district will award high school credit for computer science courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

**Computer Science Courses****AP Courses**

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

**Medical Lake School District Board Policy****2413****4****Mastery/Competency-based credits**

The district may award academic credit for computer science to students based on student completion of a competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).

To receive mastery/competency-based credits for computer science, a student must take a competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the competency examination.

**Cross References:**

Policy 2170 Career and Technical Education  
 Policy 2409 [Credit for Competency/Proficiency](#)  
 Policy 2410 High School Graduation Requirements

**Legal References:**

Laws of 2019, ch. 180,	2 High school computer science courses – availability – competency testing
WAC 392-410	Courses of Study and Equivalencies
WAC 180-51	High School Graduation Requirements
RCW 28A.230.010	Course content requirements – Access to career and technical course equivalencies – Duties of school boards of directors - Waivers
RCW 28A.230.097	Career and technical high school course equivalencies
RCW 28A.230.120	High School Diplomas – Issuance- Option to receive final transcripts –Notice.

**Management Resources:**

2023 December Policy News  
 April 2020 Policy News  
 Policy News, August 2006 Legislature Codifies Course Equivalency for Career and Technical Courses

**Adoption Date: 05.09; 04.20;****Medical Lake School District****Revised Date: 08.06; 04.20; 12.20; 12.23;**

# Coversheet

## Approve the MLEA Collective Bargaining Agreement

**Section:** IV. Individual Actions Items  
**Item:** B. Approve the MLEA Collective Bargaining Agreement  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** MLEA FINAL AGREEMENT 2024-2027.pdf

**Medical Lake School District #326**  
**Medical Lake Education Association**

**COLLECTIVE BARGAINING  
AGREEMENT**

**2024-2025 2025-2026 2026-2027**

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## **PREAMBLE**

Pursuant to the conditions set forth in the Educational Employment Relations Act, RCW Chapter 41.59, this constitutes an Agreement between the Medical Lake School District No. 326, hereinafter called “District,” and the Medical Lake Education Association, hereinafter called the “Association” or MLEA.

# ARTICLE I – RECOGNITION AND AGREEMENT

## Section 1 – Recognition

The District recognizes the MLEA as the exclusive bargaining representative for all regular contracted, certificated employees except for the following exclusions:

1. Superintendent
2. Central Office Administrators
3. Principals and Assistant Principals
4. Athletic Director, when that position is full time
5. Department Directors and Department Supervisors, including special education and alternative learning.
6. Any other employee who has a preponderance of supervisory duties and functions pursuant to RCW 41.59.020(d) and who works half-time or more per week on a continuing basis, whose duties and functions are separate from a classroom or teaching assignment.

When used hereinafter, the term “certificated employee” or “teacher” shall refer to all regular contracted certificated employees represented by the Association in the bargaining unit.

Elementary school Teacher on Special Assignment (TOSA) positions shall be represented by the Association, but are excluded from the transfer policy in Article VII Section 3 of this agreement.

The following substitutes will be considered members of the bargaining unit: (1) those substitutes who have worked more than thirty days within the current or preceding school year and who continue to be available for employment; and (2) those who work twenty consecutive days during the school year. The following sections of the Agreement will apply to substitutes who are members of the bargaining unit: Article V, Section 2 (Substitute Contracts)

## Section 2 – Contract Compliance

All individual certificated employee contracts between the Board and an individual certificated employee heretofore executed shall be subject to and consistent with the terms and conditions of this Agreement. If any individual certificated employee contract contains any language inconsistent with this Agreement, this Agreement during its duration shall be controlled. Rules, regulations, or practices of the District, not in conflict with this Agreement, shall be in full force.

## **Section 3 – Conformity to Law**

This Agreement shall be governed by the Constitution and Laws of the United States, the Constitution and Laws of the State of Washington, and the Rules and Regulations of the Washington Administrative Code. If any provision of this Agreement shall be found contrary to law, such provision or application shall have effect only to the extent permitted by law; all other provisions of the Agreement shall continue in effect. Any provisions of this Agreement, which are contrary to law but become legal during the life of this contract, shall take immediate effect upon the enactment of such legislation.

## **Section 4 – Nondiscrimination**

The provisions of this Agreement shall be applied equally to all employees without discrimination as to age, sex, marital status, race, color, creed, national origin, religion, political affiliation, personal and private life or the presence of any disability, unless such factors prevent the employee from performing the duties of the position. The District agrees not to interfere with the rights of employees to become members of the Association. There shall be no discrimination, interference, restraint, coercion, or harassment by the District representative against any employee. The Association recognizes its responsibility as bargaining agent and agrees to represent equally all employees in the bargaining unit without discrimination, interference, restraint, coercion, or harassment.

## **Section 5 – Individual Contracts**

Each employee shall be issued an individual employment contract, which shall be in conformity with Washington State law, State Board of Education regulations, and this Agreement. The District may issue a letter of intent for employment for the following school year prior to completion of or during good faith negotiations to determine the number of employees planning to return.

The employee will be issued the original contract, which is to be signed and returned to the District. After contracts have been approved by the Board of Directors, a copy of said contract will be returned to the employee.

A certificated employee shall have ten (10) work days to sign and return his/her contract after receipt of the contract, or the employee will have forfeited employment rights.

An employee under contract shall be released from the obligation of the contract upon request under the following conditions:

1. A letter of resignation must be submitted to the Superintendent's Office.
2. A release from contract, prior to June 15, shall be granted, provided a letter of resignation is submitted prior to that date.
3. A release from contract shall be granted after June 15, provided a satisfactory replacement can be obtained. (The replacement must be found, be available and ready for contract before the release will be granted.)
4. A release from contract shall be granted in case of illness or other personal matters that make it impossible or impractical for the employee to continue in the District.

Except for major physical or mental disability, the teacher should plan his or her retirement to coincide with the end of the school year. This practice would be in the best interests of the students and educational program.

## **Section 6 – Employment of Certificated Employees**

The District shall in all instances employ certificated employees who have proper credentials in accordance with applicable state laws, Washington Administrative Code, and by other requirements as specified by the Office of the State Superintendent of Public Instruction.

## **Section 7 – Distribution of Agreement**

A. No later than thirty (30) days after the ratification and signing of the Agreement, the Association shall provide the District with a final proof of the Agreement for electronic distribution.

B. There shall be two (2) signed copies of the final Agreement for the purpose of records. One (1) shall be retained by the District and one (1) by the Association.

C. The Agreement will be distributed electronically unless otherwise mutually agreed upon by the parties.

D. The Agreements shall be posted on the Medical Lake School District website.

## ARTICLE II – ASSOCIATION BUSINESS

### Section 1 – Dues Deduction

On or before August 25 of each school year, the Association shall give written notice to the District of the dollar amount of dues and assessments of the Association, including the National Education Association and the Washington Education Association, which dues and assessments are to be deducted in the coming school year under all payroll deduction. The total for these deductions shall not be subject to change during the school year.

The deductions authorized above shall be made in twelve (12) equal amounts from each paycheck beginning the pay period in September through the pay period in August of each year. Staff who commence employment after September or terminate employment before June shall have their deductions prorated. The District agrees to remit directly to the Washington Education Association all monies so deducted, accompanied by a list of teachers from whom the deductions have been made. A duplicate list shall be provided to the Association as receipt for said transaction. On or before the monthly pay period, the District shall notify the Association of any changes in said list due to teachers entering or leaving the employ of the District.

The employee may terminate their membership in the Association by submitting a membership cancellation request to the Washington Education Association. Upon receipt, the WEA will notify the District Payroll office of the cancellation. An employee's membership in the Association will continue year-to-year unless otherwise canceled by the employee.

The Association agrees to reimburse any teacher from whose pay dues and assessments were deducted, those sums in excess of the total amount due to the Association at that time, provided the Association or its affiliate actually received the excessive amount.

The Association will indemnify, defend, and hold the District harmless against any claim made and any suit instituted or judgment rendered against the District resulting from any deduction of Association dues. The Association agrees to refund to the District any amounts paid in error because of the dues deduction provision. In the event of any suits against the District relative to dues deductions, the Association shall select the attorney(s).

### Section 2 – District/Association Meetings

Meetings between the District and Association will be scheduled as necessary at the request of either the Superintendent or the MLEA President. The Superintendent or their designee(s) shall meet with the Association President and other Association designees. This is in no way intended to impede the grievance process.

## **Section 3 – Use of District Facilities**

The Association shall have the right to post notices of activities and matters of Association concern on the bulletin boards in each faculty lounge of each building in the District.

The Association shall have the right to use the intra-district mail and e-mail service and teacher mailboxes for Association business. All materials emanating from the Association for the bulletin board or for the mail service must be labeled as official Association materials and must bear the name(s) of the originating officer(s).

The Association will have the right to use District office equipment at reasonable times when such equipment is not otherwise in use providing that the cost of consumable supplies such as paper, etc., is rebated to the District provided the use is consistent with legal requirements.

The Association will be granted the right of using school district facilities for meetings provided arrangements for use of such facilities are made with the Principal of the respective building (see "Community Use of School Facilities" policy).

The President will be provided the agenda for regular and special Board of Directors' meetings. The preliminary School Board agenda will be sent to each building representative to post in each faculty lounge. It is the responsibility of MLEA to notify the District Office of the names of building representatives for each school year.

MLEA representatives do not need the prior consent of Building Principals/Supervisors to talk to teachers and may talk to them providing the educational process is not disrupted. Other Association representatives may be permitted in the building with the prior knowledge of the Building Principal/Supervisor and by teacher request.

## **Section 4 – No Strike – No Lockout**

The parties agree that during the term of this Agreement there shall be no strike or other economic action by the employees or the Association. There shall be no lockout or other economic action by the District. However, both parties reserve full rights of economic action including strike or lockout when both parties mutually agree to reopen this Agreement for negotiations. Both parties reserve full rights of economic action including strike or lockout at the expiration of this Agreement.

Further, it shall not be a violation of this Agreement nor shall any employee be disciplined or discriminated against for refusing to cross any lawful picket line while performing their duties.

# ARTICLE III – WORK SCHEDULES

## Section 1 – Employee Work Year

The employee work year shall consist of the number of days mandated by the state. Any extension or deduction of contract days shall be computed at the regular daily rate of the employee.

The following positions have supplemental contracts as listed below (as per RCW 28A.400.200):

School Psychologist	10 days
Speech/Language pathologist	10 days
OT/PT	10 days
Elementary-Counselor	5 days
Middle and High School Counselor	10 days
Special Education Teachers	10 days, with 5 conducted before the school year

These days will be scheduled in collaboration with the building principal and/or program supervisor.

Time sheets are to be kept for dates and hours for the above. If additional days are needed the employee will need prior approval from the Building Principal or Department Supervisor.

The Air Force Jr. ROTC program requires the Jr. ROTC instructor at Medical Lake High School to work ten (10) months; therefore, the Jr. ROTC instructor will work 210 days.

## **Section 2 – Work Day**

The starting and dismissal times, which may vary from school to school, shall be determined by the Board. The length of the assigned work day shall be substantially the same for all teachers and will consist of an average of seven and one-half (7½) consecutive hours including thirty continuous minutes duty-free lunch. Work schedules may be altered by the District if major changes are made to the schedule of a specific school (i.e., changes needed to comply with State law or WAC's if needed for double shifting, going from 7 to 6 periods, 6 to 7 periods, etc.)

Staff members shall attend the scheduled meetings of their school or scheduled meetings called at the direction of the Superintendent. Scheduled faculty meetings of the schools will be held before school and shall end at least 10 minutes before the scheduled student arrival time. Faculty meetings after school will be held within the half-hour provision. No more than two mornings per week shall be used for meetings, except IEP meetings.

The Association and the District recognize that the employees spend time outside of building hours for adequate preparation for instruction, for pupil and parent consultations, and in attendance at various co-curricular functions, such as graduation, back to school night, open house, music programs, IEP meetings, etc. The aforementioned activities are consistent with the performance and traditional expectations of professional employees.

The Association and the District also recognize that there are worthwhile activities that are beyond these traditional expectations; these may include, but are not limited to, Reading Festivals, 6th grade and Freshman transition nights, curriculum nights, etc. Certificated staff may claim additional hours for participating in these activities with the approval of their administrator.

## **Section 3 – Calendar and Emergency Closure**

The Association will survey the teachers as to their preferences concerning the school calendar and provide input to the Superintendent by the regular March Board meeting. The school calendar will be compiled after receiving input from the Association. If emergency closures necessitate deviation from the school calendar, the Association will be consulted prior to determination of calendar changes. In the event of school closure by state or local agencies because of health or safety reasons, with S.P.I. determination that time need not be made up, the closure will be at full remuneration and benefits.



# ARTICLE IV - CONDITIONS OF WORK

## SECTION 1 - ORIENTATION OF STAFF

At the annual meeting of all employees prior to the opening of school for students, the president of the Association shall have the opportunity to address the employees.

In the formal program provided by the District for the orientation for new employees, there shall be opportunity for participation by Association representatives who are employees of the District. The District will notify the MLEA president of the time and location for the new staff orientation.

The names of all employees, their buildings, and their grade and subject assignments shall be given to the MLEA president by November 1st.

## SECTION 2 - STAFF TRAINING AND DEVELOPMENT

It is recognized that an effective staff development program is necessary to provide continuing opportunities for the professional growth of certificated employees. Staff development shall be determined by activities outlined in individual building improvement action plans and district action plans and shall be developed jointly by school district administration, staff, parents and community members.

Staff development activities shall cover the following areas: 1) workshops and classes designed to meet student needs and, 2) consultant and material assistance for staff involved in curriculum innovation and change.

The Association may recommend to the district topics for courses, workshops, conferences, and programs designed to improve the quality of instruction. In the implementation of new curriculum, the district may develop and implement an in-service training program for any certificated employee(s) who will be responsible for the new curricular program.

The District shall provide a Beginning Educator Support Program (BEST) to help mentor teachers in their first three years in the profession; to include teachers in their first year of a new assignment, or their first year in the Medical Lake School District with at least three years of successful teaching experience in Washington State.

A teacher with at least three years experience who is assigned a new position will be provided a Beginning Educator Support Program (BEST) mentor at the request of their administrator.

## SECTION 3 - CLASS SIZE

The District agrees to the following class loads for all teachers at the following levels:

- Preschool 20 per session with a full time Paraeducator
- Developmental Preschool 13 per session with a full time Paraeducator
- Transitional Kindergarten 20 with a full time Paraeducator
- K-1 22
- 2 23
- 3 24
- 4 25
- 5 26
- 6-8 28
- 9-12 30
- 6-12 Math Support 20
- 6-12 Reading Support 2

### Preschool through 5th Grade Class Size Overload

For grades preschool through fifth, after the tenth day of school when a class, section or session exceeds the class size limit, a central administrator, building principal, and the affected teacher will meet to resolve this issue with one or more of the following options:

- adding another section of that level
- offering a transfer of the student to another classroom or building
- adding one hour of daily paraprofessional time
- increasing weekly prep time by ½ hour
- increasing instructional pay by 1 hour per week per student over the class size limit. These hours shall not be prorated.

The final decision to hire an additional teacher rests with the District. As much as possible, class size between different sections of the same grade level should be equal.

The District may accept Choice students over the class limit when it will assist in increasing enrollment to the point of hiring a teacher. The decision to accept Choice students over the class limit will be made by the sixth day of school.

### 6-8 Class Size Overload

If any class in grades 6-8 exceeds 28, then the average of all core classes will be computed. If the average is 25 or more a central administrator, building principal, and affected teacher will meet to resolve this issue with one or more of the following options:

- Adding another section
- Offering a transfer of student(s) to another class
- Adding one hour of daily paraprofessional time

- Increasing instructional pay by 1 hour per week per student over the class size average. For this purpose, fractional FTE would be rounded up to the next whole FTE. This pay will be retroactive to the first day of overload.

MS PE/Health classes will be provided additional paraeducator support during the weeks of classroom Health instruction.

The final decision to hire an additional teacher rests with the District. As much as possible, class sizes between different sections of the same grade level and/or courses should be equal.

### **9-12 Class Size Overload**

If any class in grades 9-12 exceeds 30, then the average of all classes will be computed. If the average is 27 or more a central administrator, building principal, and affected teacher will meet to resolve this issue with one or more of the following options:

- Adding another section
- Offering a transfer of student(s) to another class
- Adding one hour of daily paraprofessional time
- Increasing instructional pay by 1 hour per week per student over the class size average. For this purpose, fractional FTE would be rounded up to the next whole FTE. This pay will be retroactive to the first day of overload.

The final decision to hire an additional teacher rests with the District. As much as possible, class sizes between different sections of the same grade level and/or courses should be equal.

### **Elementary Combination Classes**

Elementary combination classes shall be capped at a maximum of 21 students. Combination teachers shall receive a stipend of \$4,800 per year.

### **Secondary Large Group Instruction**

At the secondary level, large group instructional programs are excluded from the above limits. Career and Technical Education class sizes will not exceed student workstations assigned to that class, i.e. work stations that exist in classes where instruction is largely dependent upon the use of special equipment, machines, or other mechanical/electronic devices of a highly individualized nature.

### **Students with IEPs**

If the composition of any one class(es) is heavily impacted by more than 25% of the students being served by the resource room, the District will add additional paraprofessional time to be determined by the IEP team. For preschool, any section with 25% or more students with IEPs will receive additional paraprofessional support for the entirety of that section.

The District recognizes that students with IEPs require extra effort and time. The District assures that the respective building principals will balance such students within each grade level, considering each teacher and work within the constraints of the class size policy. Furthermore, before a change of placement occurs for a student with an IEP, the team will meet to determine the needs of the student.

## **SECTION 4 - PREPARATION TIME**

The District will provide each full-time certificated employee at least two hundred twenty-five (225) minutes of preparation time during each instructional school week which shall include but not be limited to, at least one thirty (30) minute block, daily, and excluding blocks of less than fifteen (15) minutes, exclusive of the duty-free lunch period and half-hour before and after school.

Consideration will be given to itinerant staff schedules to accommodate appropriate travel time between building obligations. No less than 15 minutes for in-town travel and 30 minutes for travel to/from Michael Anderson Elementary from an in-town school will be scheduled. Travel time shall not be included as a part of prep time for an itinerant staff member.

Significant attempts will be made to:

1. Schedule five (5) minutes of passing time between elementary specialists' classes for the preparation of materials and/or consultation with students/teachers on discipline matters, and if not an option, then
2. Schedule back-to-back grade level classes for special classes, especially those that are highly impacted with differing material requirements from grade level to grade level, i.e., art and music, when the scheduling of back-to-back classes does not conflict with other building needs.

During the time before and after school when classroom teachers are required to be in their classroom for supervision of students, the specialist may be required to assume other responsibilities.

Preparation time shall not be assigned to other duties without consent or request of the teacher.

The District shall provide a minimum thirty continuous minutes duty-free lunch period pursuant to state law.

Teachers shall not leave their building during class or preparation periods without getting approval in advance of the building principal.

The District and the Association concur the professional usage of preparation time will benefit the instructional program. It is recommended the preparation period be devoted to duties of benefit to the teacher and the educational program of the District.

Special Education case managers may have up to five (5) days of release time per school year for the completion of IEPs and other related paperwork. For teachers who serve as a case manager for more than 20 students (for a significant period of time), there will be an additional two (2) release days offered. The release days discussed in this paragraph must be coordinated with the building principal. Should a special education teacher elect not to use these release days, they may be cashed out at the current personal leave rate.

## **SECTION 5 - STUDENT DISCIPLINE**

The primary responsibility for discipline rests with the teacher and the administration. The district will support and uphold certificated classroom teachers in their efforts to maintain reasonable student behavior

The District agrees to provide a timely response to the concerns of teachers about specific student discipline problems. In instances where a teacher has sent a student to the office for disciplinary reasons, there will be a follow-up from the office in either verbal or written form to advise the teacher as to the action taken by the office.

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 his or her 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 designee and the teacher have conferred (RCW 28A.600.020).

The District will attempt to have information available for teachers concerning applicable federal, state and local laws, district rules, regulations and policies pertaining to student rights, teacher rights, due process, and the processing of student discipline incidents. The district will provide copies of such laws, rules, regulations, and policies to teachers upon request.

## **SECTION 6 - EMPLOYEE FACILITIES**

In order to permit certificated employees to have access to their respective work areas after regular school hours for the occasions that staff members wish to work in their stations, appropriate keys may be checked out from the building principal.

The District will make provision for the following facilities:

1. Space for storage of instructional materials and supplies
2. Equipment and supplies for the preparation of instructional materials
3. A faculty lounge

4. Desk and chair for each teaching station
5. Well-lit and clean restrooms, separate from student restrooms
6. A telephone in each faculty lounge and classroom.

## **SECTION 7 - NON-INSTRUCTIONAL DUTIES**

The District will not require teachers to supervise loading or unloading buses except in those instances where the teacher is supervising his/her class in a special activity. (This does not imply that teachers will not accompany students to the bus.)

Principals will provide time during the workday for mandatory trainings (SafeSchools) to be completed by September 30 of each year.

## **SECTION 8 - INSTRUCTIONAL SUPPLEMENTAL MATERIALS/PERIODICALS**

The District will provide no more than one periodical per student in grades K through twelve. The determination of the selection will be at the building level. The District is not responsible for any periodical ordered by the teachers.

## **SECTION 9 - STUDENT TEACHERS**

Student teachers from teacher training institutions in Washington state will be placed in accordance with agreements mutually arranged between the district and the teacher training institution. The District adheres to the following regulations in the placement of student teachers with certificated staff:

1. Student teachers are not placed with teachers during their provisional period.
2. No more than one student teacher will be placed with any one staff member during a school year unless approved by the staff member and the superintendent.
3. The responsibility for assignment and coordination of the student teacher program shall be the superintendent or his/her designee.
4. No teacher will be assigned a student teacher without his/her prior consent of such an assignment. When possible, such assignment shall be announced at least two weeks before the student teacher's arrival.
5. The teacher shall receive the honorarium provided by the college or university for supervising a student teacher.

## **SECTION 10 - JOB SHARE**

A job-sharing assignment is a shared performance of the duties of one full-time, regular position by two employees. The District and MLEA recognize benefits for employees, as well as the

district, can result from job sharing. Employees wishing to establish a new or continue an existing job share position must submit a request to the Superintendent, or designee, by May 1. The District will determine, in a timely manner, whether to honor the request.

Before requesting a job share, the following steps need to be completed by the employees:

1. Employees will meet with the building principal/supervisor to decide if the position can be shared effectively. This will include a discussion of teaching methods and educational philosophies, discipline philosophies, classroom management techniques, etc. The purpose of this discussion is to determine the compatibility of the two employees to assure the success of the job share.
2. The employees and the supervisor will need to develop an agreement on issues including, but not limited to: planning time, parent conferences, attendance at district meetings, first and last day of school, early release/late start days, completion of reports, MDT's/IEP's, membership on district committees, etc. The goal of this agreement is to foster intra-team communication and to support the quality of the program offered through job share arrangements. It is understood that each member of the job share is expected to meet the regular extra duties of a full-time employee.
3. Employees will establish a work schedule that meets with the approval of the building principal/supervisor.

Employees in a job share position will:

1. Receive a contract with the salary based on his/her portion of the time shared (i.e., half time = half salary.)
2. Receive experience increments as recognized by the statewide allocation schedule (i.e., 91 days = .500 year of experience)
3. Be allowed to substitute for each other at the normal substitute pay rate or by exchanging work hours (principal/supervisor approval required)
4. Be allowed to request a transfer back into a full-time position under the Assignment, Transfer, and Vacancies language.
5. Sign an "Agreement with Job Sharing Participants"

It is extremely important that all parties work together to resolve any issues as they arise during the year to maintain the quality of the instructional program. Each year, before the May 1 job share request date, the building principal/supervisor will meet with members of the job share team to review the success of the job share.

If a job share dissolves because one of the employees moves to a full-time position, resigns, goes on leave, etc., the district will meet with the remaining employee to review the employment options (go to full-time, seek new job share partner, transfer to another position, etc.) If no agreement can be reached between the employee and the district, the district reserves the right to transfer or reassign the employee.

Job sharing is intended to be available to current employees. However, it may be impossible for specialists or others with limited or no peers in the District to find another with whom to job share. In these cases, the District will consider exceptions which allow a job share with a new employee.

NOTE: For purposes of assignment and transfer, each job share will be considered one unit as the senior employee's seniority will be used. For purposes of R.I.F., each employee in a job share will be considered individually.

After conferring with the teachers involved the decision whether to grant or discontinue a job share rests with the building administrator.

## **ARTICLE V - SALARY AND EMPLOYEE BENEFITS**

### **SECTION 1 - METHOD OF SALARY PAYMENT**

All regular contracted employees shall be paid in twelve (12) monthly installments. Each check shall contain one-twelfth (1/12) of the contracted salary. Payroll checks shall be issued to the employees on the last week day of each month. Correction of under or over-payment shall be decided by consultation with the affected employee.

The teacher's basic salary schedule and supplementary salary schedules are attached.

The District shall provide automatic payroll deposit to include all of the warrant to the individual's credit union or bank. The transfer will be sent the day prior to the regular pay day. The school district will accept no responsibility for late or lost transfers.

### **SECTION 2 - PLACEMENT ON SALARY SCHEDULE**

Beginning with the 2018-19 school year, placement on the Medical Lake Salary Schedule will follow the guidelines in Appendix A (Salary Schedule).

Any previous certificated teaching experience, either in state or out of state, may be accepted upon verification of certification for placement on the Medical Lake Salary Schedule, in accordance with WAC 392-121-264.

1. The calculation of years of service with ESA for occupational therapists, physical therapists, speech-language pathologists, audiologists, nurses, social workers, counselors, and psychologists regulated under State law and will include experience in schools and other non-school positions as occupational therapists, physical therapists, speech-language pathologists, audiologists, nurses, social workers with a ESA. The calculation shall be that one year of service in a non-school VOE returned and signed by HR, will equal one year of service up to a total of ten (10) years maximum.



2. The calculation for years of service for Career and Technical Education instructors will include up to five (5) years worked within the instructor's career field after a signed VOE has been received by Companies HR. CTE Teachers eligibility to receive the up to five (10) years placement on the District Salary Schedule, is based on the following:

1. The CTE Teacher shall hold an initial or continuing CTE certification that is directly related to their current teaching assignment when hired or assigned by the Superintendent. The work experience shall be non-teaching work experience to be eligible for placement.
2. No more than 1.0 FTE worth of occupational work experience and/or teaching experience may be awarded in a contracted school year (September 1 – August 31).
3. Once this placement is awarded it remains in place, the teacher must maintain a valid CTE Certificate.

For the purpose of computing a year of experience in items 1 and 2 above, a full year will be deemed to be 1,440 or more hours within a twelve-month period.

#### **Notification Letter (Educational Increments)**

To advance on the schedule by educational growth with credits from an accredited college or clock hours as recognized by the state, it shall be the teacher's responsibility to complete a district form entitled "Educational Increments Request." Received at the District Office prior to October 10th of each Calendar Year.

#### **Substitute Contracts**

Substitute teachers, after twenty (20) consecutive work days of substituting on the same assignment, will be paid at their position on the salary schedule retroactive to the first day. Payment shall be on a day taught basis.

### **SECTION 3 - TEACHERS' SALARY SCHEDULE**

1. All full-time teachers will be contracted for the number of days mandated by state law.
2. The district will provide Learning Improvement Days to be paid at the instructional rate of certified teachers, contingent on funding by the state.
3. Additional duties shall be compensated as indicated in the differential pay schedule

### **SECTION 4 - COMMITTEE AND OTHER ACTIVITY PAY RATES**

1. Certificated staff who serve on District appointed professional committees will be compensated at the rate of \$40.00 per hour for meetings beginning after 3:30 p.m. or when the meetings convene.

2. Professional Development that pertains to curriculum or district initiatives will be compensated at the rate of \$40.00 per hour for classes provided by the district that begin after 3:30. Other professional development will be offered for clock hours only.
3. Certificated staff who participates in the following school activities shall be compensated as follows:
  1. Building Leadership Team - \$40.00 per hour monitored through the Administrative Council.
  2. Environmental Education Camp - \$25.00 per hour, per certificated teacher maximum six (6) hours each for curriculum planning. Nurses will receive two (2) hours for preparation at \$25.00. If staff members stay overnight, they will receive a \$200.00 stipend.
  3. Building Test Coordinator(s)- Building test coordinators will receive a stipend of \$1500.00 per year. Two coordinators per building. If one person elects to be the sole coordinator they will receive both stipends.
  4. Highly Capable Building Coordinators- Highly Capable Coordinators will receive an annual stipend based on the total number of students they evaluate and monitor within their building. One coordinator per building.

1-15 students	\$1,000.00
16-30 students	\$2,000.00
31+	\$100.00/student

5. ELL Building Coordinators- ELL Building Coordinators will receive an annual stipend based on the total number of students they serve within their building. One coordinator per building. Coordinators must have an English Language Learner endorsement.

1-5 Students	\$1,000.00
6-10 Students	\$2,000.00
11+	\$200.00/student

6. K-5 Science Coordinators- K-5 Science Coordinators will receive an annual stipend of \$1,000.00 per year. Two coordinators per building: one K-2 and one 3-5.
7. In the event a teacher is asked by their supervisor to provide coverage for another class, or because of a lack of substitute teachers, they will be paid one hour of their instructional rate of pay.
8. Staff who substitute for building administrators shall be compensated \$50 per day.
9. Certificated Instructional Staff (CIS) in Special Education who are asked to write IEP's and evaluations for students outside their caseload will be compensated at their instructional rate of pay.
10. Stipends owed for those attaining National Board of Professional Teaching Standards certification will be paid in the July pay warrant.
11. Teachers who complete the WA-AIM portfolios who exceed their 5 additional days will need prior approval for additional time, and will be compensated at their instructional rate of pay.
12. Staff with a Doctoral degree will receive an additional stipend of \$5,000 per year.

When a staff member conducts in-service within the District they will be compensated at their instructional rate of pay. Compensation is to cover time used to develop and present the in-service. These in-services must be approved by the Curriculum Coordinating Committee and or the Building Leadership team.

Time sheets are to be kept for dates and hours for all of the above.

## **SECTION 5 - ACTIVITIES PAY SCHEDULE**

See printed schedule included with teaching contract.

The District agrees to pay additional stipends to CTE teachers as follows:

Agriculture Science Pathway	\$12,800
Robotics	\$8,667
Business	\$2,211
Athletic Trainer	\$1,474
Shop	\$1,474
FBLA	\$1,474

## **SECTION 6 - INSURANCE BENEFITS**

Certificated staff are covered by the School Employee Benefits Board (SEBB) and its rules and regulations for insurance options.

The district will fund Voluntary Employee Benefits Association (VEBA) accounts at \$900 per year per employee 24/25 School Year, \$1050 a year per employee, 25/26 School Year and \$1200 a year per employee 26/27 School Year. VEBA requires an annual agreement between the District and the Association for participation. For more information about VEBA, please consult the Employee Benefits Handbook.

## **SECTION 8 - OTHER DEDUCTIONS**

Upon appropriate written authorization from a certificated employee, the District shall deduct from the salary of any certificated employee and make appropriate remittance for programs requested by a minimum of five (5) employees as long as such programs are allowed by law.

## **SECTION 9 - STAFF PROTECTION**

The District shall provide insurance coverage for employees for replacement of any clothing or personal property damaged or destroyed in a disturbance as provided by RCW 28A.400.370.

Any case of an assault or threat thereof by a parent, student, or guardian upon a teacher shall be promptly reported to the building principal, the affected teachers, and the relevant authorities.

The District shall also provide liability insurance to protect teachers against personal or bodily injuries and property damage in accordance with the intent of RCW 28A.400.360. Information as to the amount of monetary coverage provided will be available for on-site teacher inspection in each building principal's office.

## **SECTION 10 - TRANSPORTATION REIMBURSEMENT**

When a District vehicle is not available, certificated employees acting in accordance with assigned duties, and with the approval in advance of their supervisor, will be reimbursed for use of a personal car at the rate allowable by the I.R.S at that specific time.

## **SECTION 11 – RETIREMENT NOTIFICATION CONTRACT**

Employees who plan to retire at the end of the school year will be given an extended contract if they announce their retirement early. If the employee notifies the District with a letter of resignation by November 30th, the extended contract shall be worth \$3,000; by February 28, \$1,500.

## **ARTICLE VI - LEAVES**

If a certificated employee is to be absent for any reason other than illness, he or she must notify the building principal as far in advance as possible. Teachers shall have available lesson plans for use by substitutes.

Leave requests shall be approved or denied within three days of the request.

Whenever an instructional certificated employee is absent, a substitute certificated employee will be hired to fill the position during the absence of the regular teacher. Educational Staff Associates (E.S.A.) are not included except in instances of extended absences.

The utilization of a certificated employee's preparation period for the purpose of covering an absent teacher's class will be reserved for emergencies. The Association recognizes that there could occur a situation where no substitute certificated employees were available and this would constitute an emergency.

### **LEAVES (LISTED IN ALPHABETICAL ORDER)**

#### **SECTION 1 – ASSOCIATION LEAVE**

In order to accomplish the purpose of RCW 41.59 up to thirty (30) days of leave with pay per year shall be provided to the Association upon Association request with the costs of substitute teachers being borne by the Association. The days allowed will be used for the purpose of attending conferences and conventions associated with the National Education Association and

its affiliates if such meetings are for professional growth and/or curriculum development. Delegates attending shall be determined by the executive board of the Medical Lake Education Association.

## **SECTION 2 - BEREAVEMENT LEAVE**

Without deduction from sick leave, each employee shall be entitled to:

1. Up to five (5) days of leave for each occurrence of death in the immediate family.
2. Up to two (2) days of leave for the death of a loved one outside the immediate family.

In cases of extenuating factors, such as long travel distances, the employee may request additional days which may be approved at the discretion of the Superintendent.

## **SECTION 3 - EMERGENCY LEAVE**

Emergency leave for medical purposes or those situations declared as a state of emergency shall be granted not to exceed five (5) days in any one year. All days of emergency leave shall be deductible from sick leave. Emergency leave will be granted for the following purposes:

1. Illness or injury in the employee's immediate family requiring a physician's care. Employee's immediate family is defined as spouse, child, grandchild, parent, parent-in-law, son- or daughter-in-law, or sibling. Common illnesses and medical appointments applicable to the employee's relatives over the age of 18 are not covered under this provision.
2. Adoption of a child (applicable to the parents of the child only).
3. Birth of a child (applicable to the parents of the child only).

Any requests for additional days beyond the limits of this section must be accompanied by verification of the necessity for absence including a statement from the physician, if appropriate. Requests shall be routed through the Building Principal/Supervisor to the Administrative Council to review and render a decision on the matter.

## **SECTION 4 - WA PAID FAMILY MEDICAL LEAVE**

Under the federal Family Medical Leave Act (FMLA), the Washington Family Leave Act (FLA), the Washington State Human Rights Commission Laws, the Washington Family Care Act (FCA), and District Policy/Procedure 5404, employees have certain rights and protections, most of which run parallel with other provisions in this section. It is encouraged that employees review their rights under these laws with the Director of Human Resources.

## **SECTION 5 - INDUSTRIAL LEAVE**

In the event employees are absent for reasons which are covered under State Industrial Insurance, the employee shall have the option of taking time loss payments only as distributed through the Northeast Washington Workers' Compensation Cooperative for instituting the buy-back option. The buy-back option provides for use of accumulated sick leave for which the injured employee would receive payment by the District and return endorsed workers' compensation cooperative checks to the District to buy back a portion of used sick leave. If this option is chosen, it would be in effect until accumulated sick leave was exhausted and then the employee would keep time loss payments only. Under no circumstances will an employee be allowed to keep both District payment for sick leave and time loss payments.

## **SECTION 6 - JURY DUTY AND SUBPOENA LEAVE**

Leaves of absence with pay shall be granted for jury duty or when subpoenaed to appear in a court of law. Any compensation, except mileage, received for jury duty or witness fees, performed on contracted days shall be remitted to the District. The teacher shall notify the District when notification to serve on jury duty is received.

## **SECTION 7 - LEAVE WITHOUT PAY**

Leaves of absence without pay may be granted to certificated employees at the discretion of the Board of Directors. Requests for leaves for the coming school year must be submitted to the Superintendent by July 1 to be considered for the following year. Each request will be reviewed, granted, or disallowed by the Board on its merits and the benefits for the individual and the District.

Such leaves may be renewed on the recommendation of the Administrative Council and with the approval of the Board of Directors. The employee must notify the Superintendent in writing no later than March 1 regarding plans to return the following year, or the employee's right to return is forfeited. The person will not be guaranteed the same position upon return; however, the position will be filled during the leave of absence by a temporary employee.

An employee may request leave without pay for personal purposes after personal leave is exhausted and no other leave in this article is appropriate. Requests for unpaid leave should be made as far in advance as possible and may be denied if substitute coverage is not available. Such leave shall be limited to five (5) days during any school year, unless additional leave is authorized by the superintendent.

## **SECTION 8 - MATERNITY LEAVE**

Maternity leave may be used for pregnancy, miscarriage, adoption, childbirth, and recovery wherefrom. Employees will be granted a maximum of eight (8) weeks of maternity leave, following delivery, which ends upon the doctor's release to return to work. This leave is eligible for use of sick leave. An employee shall notify the Building Principal/Supervisor in writing of the

expected date of leave and shall do so at least 90 days before this date. In the event of complications during pregnancy, accumulated sick leave may be used with a doctor's order for the employee to be off work.

Employees are allowed to maintain a reserve of up to 40 hours of paid sick leave. At this time the employee may request and utilize shared sick leave.

Family medical leave may be granted for a maximum of twelve (12) weeks to begin at the end of the maternity leave. During this period of time employees will continue to receive their insurance benefits. However, this leave is without pay.

Leave of absence without pay may be granted by the Board upon recommendation of the Superintendent after maternity leave and/or family medical leave.

An employee absent for maternity reasons must decide within sixty (60) calendar days after the birth of her child whether she is going to return to work, take family medical leave, resign, or take a leave of absence for not more than one (1) school year. Her decision must be in writing. If her decision is to return to work, she must tell the District the specific day she will return to work.

## **SECTION 9 - MILITARY LEAVE**

Certificated employees shall be granted military leaves of absence for involuntary active duty training when required by law. While on leave, the certificated employee shall retain all benefits as though employment had been continuous in the District. Upon return from leave, the certificated employee shall be placed in the position last held or a similar position in the District. An involuntary military leave of absence shall be with pay and shall not exceed seventeen (17) calendar days in length.

## **SECTION 10 - PATERNITY LEAVE**

Paternity leave is covered under Sick Leave, Emergency Leave, Leave Sharing program (RCW 41.04.665 or the Family Medical Leave Act (RCW 28A.400.300).

## **SECTION 11 - PERSONAL LEAVE**

Employees may be granted five (5) days of personal leave with no deduction for substitute pay or sick leave.

1. The employee will provide the building principal notice as far in advance as possible.
2. Approvals of requests during the first or last week of school are at the discretion of the building principal or supervisor.

3. No more than two individuals or 10% of the building staff (whichever is larger) shall be granted personal leave per day. Such leaves shall be granted per building on a first come, first served basis at the discretion of the building principal/supervisor, more can be granted if an appropriate substitute can be employed.
4. The employee may accumulate five (5) days of personal leave. Unused personal leave days will be cashed out at the end of the school year.
5. Reimbursement for cashed-out personal days shall be at \$250 per day. Payment shall be in the July warrant.
6. Certificated employees will not be granted personal leave on Learning Improvement Days. If a special circumstance arises, leave may be granted by the supervisor after conferring with the employee.

## **SECTION 12 -- PROFESSIONAL LEAVES**

Leave with pay and expenses will be provided for teachers to attend in-service or curriculum improvement meetings. Professional leave may also be used to administer testing important to the educational program of the school and district. The determination of leaves will be made within the respective building staffs and subject to availability of funding and qualified substitutes as determined by the building principal. All travel requests will be reviewed by the Board of Directors.

In the event a teacher is a state or national officer in his/her teaching area professional organization, expenses will also be excluded providing the professional organization reimburses the District the cost of substitutes.

At the discretion of their building principal or immediate supervisor, staff may access up to 4 days of professional leave to complete requirements towards programs that benefit the district including Professional Certification and National Board for Professional Teaching Standards certification.

## **SECTION 13 - SICK LEAVE**

Employees under a school year contract shall be allowed sick leave at the rate of twelve (12) days (96 hours) per year accumulative to a total of up to the number of contract days/

Absences in any one day of four or more hours shall be charged as one full day of leave; absences less than four hours shall be charged one half day of leave. Illnesses requiring three days or more off the job may be subject to doctor's verification in writing at the discretion of the Superintendent. Employees may use accumulated sick leave to care for family members with a health condition that requires treatment or supervision.

The teacher shall notify the applicable Building Principal/Supervisor no later than 2:00 p.m. of his/her intentions for the next day. Failure to make such notification by the specified time gives the Principal/Supervisor authority to engage a substitute for the following day.



The District agrees to make available to the staff sick leave sharing that will follow the state recommendations.

## **SECTION 14 -- CONVERSION OF ACCUMULATED SICK LEAVE**

The District will provide an employee attendance incentive program for certificated employees. Such a program will provide benefits as per WAC 392-136. This program is as follows:

### **Attendance Incentive Program**

#### Procedure:

1. Employee must complete the required form and return to the District Office by January 31.
2. District Office will complete a second form and verify receipt of employee application by returning a copy of the second form to the employee.
3. Payment will be made with the February payroll.
4. Payment at retirement or death will be computed in consultation with the employee or beneficiary (January 31 deadline is not applicable).

#### Provisions:

Pay for cash out shall be based on the teaching contract excluding any extra duty assignment pay (i.e.: coaching, advisor pay, committee work, etc.)

#### 1. Annual Cash-out

- a) Must retain 60 day minimum
- b) Cash-out unused portion of 12 days from previous calendar year.
- c) Receive 1 day's pay for each 4 days sick leave

#### 2. Retirement or Death

- a) Receive 1 day's pay for each 4 days sick leave
- b) Cash-out all unused sick leave to a maximum of 180 days.

# ARTICLE VII - REGULATIONS AND PROCEDURES

## SECTION 1 - EVALUATION AND PROBATION PROCEDURES

### Teacher Evaluation – Purpose

The parties agree that the following evaluation system for all classroom teachers in the bargaining unit is to be implemented in a manner consistent with good faith and mutual respect, and, as defined in WAC 392-191A-050:

1. To acknowledge the critical importance of teacher quality in impacting student growth and support professional learning as the underpinning of the new evaluation system
2. To identify, in consultation with classroom teachers, particular areas in which the professional performance is distinguished, proficient, basic or unsatisfactory, and particular areas in which the classroom teacher, needs to improve his/her performance.
3. To assist classroom teachers who have identified areas needing improvement in making those improvements.

### QUALIFICATIONS OF EVALUATORS

The term "Evaluator" shall mean the building principal or assistant principal of the classroom teacher being evaluated. The evaluator shall be made known to the classroom teacher within fifteen (15) working days of the beginning of the school year or within fifteen (15) working days of the first day of employment. In the event the teacher being evaluated does not work under the direct supervision of a building principal or assistant principal, a certificated administrator as designated by the Superintendent shall serve as evaluator.

A classroom teacher who is assigned to two (2) or more schools shall be assigned a primary evaluator.

If a teacher is transferred to another position, not under the supervisor's jurisdiction, the final evaluation shall be made by the supervisor at the time of transfer or by the new supervisor. If an employee resigns during the school year, a final evaluation shall be completed prior to the resignation date.

Principals and administrators who have evaluation responsibilities shall engage in professional development designed to implement the evaluation system. No teacher shall be evaluated by an administrator who has not been trained in the use of the specific instructional framework and rubrics contained in this agreement and any relevant state or federal requirements. RCW 28A.405.120.

## DEFINITION

1. The term "**Artifacts**" shall mean anything in physical or virtual form that provides data. Artifacts could include notes from observed practice and products or results of a classroom teacher's work that demonstrates knowledge and skills of the educator with respect to the four level rating system. Artifacts should not be created specifically for the evaluation system.
2. The term "**Classroom Teacher**" shall mean certificated staff with an assigned group of students for whom they provide academically focused instruction and/or grades. The term "classroom teachers" does not include: counselors, librarians, instructional coaches, education specialists, Educational Staff Associates (e.g. Speech Language Pathologists, OT, PT, nurses, or school psychologists), and other bargaining unit members who do not meet this definition. Employees who do not meet the definition of classroom teacher will be evaluated using the evaluation requirements, as per state law and as written in the Collective Bargaining Agreement.
3. The term "**Component**" shall mean the sub-section of each criterion.
4. The term "**Evaluation**" shall mean the ongoing process of identifying, gathering and using information to improve professional performance, and assess total job effectiveness.
5. The term "**Evaluation Criteria**" shall mean the minimum eight (8) evaluation criteria for classroom teachers to be scored as specified in WAC 392-191-006.
6. The term "**Evaluation Report**" shall mean that document which becomes a part of the teacher's personnel file.
7. The term "**Evidence**" shall mean any artifact, observed practice or results of the classroom teacher's work that demonstrates the teacher's ability and skills in relation to the instructional framework rubric. Evidence is not intended to be a portfolio collection of evidence but rather a sampling of data used to demonstrate the classroom teacher's level of performance. It should be gathered from the normal course of employment.
8. The term "**Instructional Framework**" shall mean the adopted instructional framework pursuant to RCW 28A.405.100. The parties have agreed to the Danielson Teacher Evaluation Model Rubrics by State Criteria with Scales and Possible Evidence as the basis of the evaluation process.
9. The term "**Not Satisfactory**" shall Mean:
  - a. Provisional Teachers and Non-provisional Teachers with five (5) years or less teaching experience in the State of Washington
    - i. Receiving a summative score of one (1) is not considered satisfactory performance.
  - b. Non-provisional Teachers with more than five (5) years teaching experience in

the State of Washington.

- i. Receiving a summative score of Unsatisfactory one (1) is not considered satisfactory performance.
  - ii. Receiving a summative score of Basic two (2), for two years in a row or two years within a consecutive three-year period, is not considered satisfactory performance.
10. The term "**Observation**" shall mean the gathering of evidence made through classroom or worksite visits for the purpose of viewing instruction and examining evidence over time based on the district adopted teacher evaluation model.
- a. A "**Formal Observation**" shall mean a documented observation that is pre-scheduled.
  - b. An "**Informal Observation**" shall mean a documented observation that is not required to be pre-scheduled.
11. The term "**Rubrics**" shall mean the descriptions of practice used to capture evidence and data and classify teaching and student growth using the evaluation criteria and the four-level rating system.
12. The term "**Scoring Band**" shall mean the State adopted range of scores used to determine the final comprehensive evaluation summative score for a certificated classroom teacher.
- |                        |       |
|------------------------|-------|
| Level 1 Unsatisfactory | 8-14  |
| Level 2 Basic          | 15-21 |
| Level 3 Proficient     | 22-28 |
| Level 4 Distinguished  | 29-32 |

Component scores within a criterion will be averaged and rounded to reach a final criterion score. When a final criterion score includes a fractional number (for example 2.33), all scores with fractions below .50 will be rounded down and all fractions .50 or above will be rounded up, for example, a score of 2.33 would receive a final criterion score of 2 and a score of 2.50 would receive a final criterion score of 3.

13. The term "**Student Growth**" shall mean the change in student achievement in subject-matter knowledge, understandings, and/or skill between two points in time, in context of meeting standards/course requirements.

14. The term "**Student Growth Data**" shall mean data that is relevant to the teacher and subject matter. Student growth data must be a factor in the evaluation process and be based on multiple measures.

Assessments used to demonstrate student growth shall be appropriate, relevant and initiated by the classroom teacher. Evaluation of student progress may include formative and summative measures. Evaluation of student progress may include formative measures, summative measures, school-wide and district-wide assessments.

15. The term "**Summative Performance Ratings**" shall mean the four performance levels applied using the four-level rating system:

Level 1 = Unsatisfactory

Level 2 = Basic

Level 3 = Proficient

Level 4 = Distinguished

### **Provisional Teachers**

1. Definition: The term "**Provisional Teacher**" shall mean any teacher in a teaching or other nonsupervisory certificated position. Provisional teachers shall be subject to nonrenewal of employment contract as provided in RCW 28A.405.220 during the first three years of employment, unless: (a) the teacher has previously completed at least two (2) consecutive years of certificated employment in another school district in the state of Washington, in which case the teacher shall be subject to nonrenewal of employment contract pursuant to RCW 28A.405.220 during the first year of employment; or (b) the teacher has received an evaluation rating below level two (2) on the four-level rating system established under RCW 28A.405.100 during the third (3rd) year of employment, in which case the teacher shall remain subject to the nonrenewal of the employment contract until the teacher receives a level two (2) rating. This shall include any teacher who is re-employed with the District after a break in service.
2. Evaluation Option: Provisional Teachers shall be evaluated on a comprehensive evaluation in accordance with provisions listed in section 3.12.6 Comprehensive Evaluation Option.
3. Ninety (90) day Observation: Provisional teachers shall be observed for thirty (30) minutes in the first ninety (90) calendar days.
4. Additional Observations: In the third year of provisional status, teachers shall be observed for a minimum of ninety (90) minutes during the evaluation year.

### **EVALUATION PROCESS**

1. Notification- Within the first fifteen (15) days of each school year, or within fifteen (15) working days of the first day of employment, the classroom teacher will be notified whether the teacher will be evaluated using the comprehensive or focused evaluation system. When appropriate, evaluators may use group meetings for this purpose.
2. Teacher Self-Assessment - All teachers will complete either a self-assessment on all eight (8) criteria and the components therein or use the results of their prior year's comprehensive evaluation in lieu of a self-assessment, prior to setting professional goals. No teacher shall be required to share the self-assessment form with his/her evaluator.
3. Artifacts and Evidence

1. The evaluator will collect and share artifacts and evidence necessary to complete the evaluation.
2. The teacher may provide additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher shall be incorporated at the time of the post-observation conference, and be used to determine the final evaluation score.
3. Artifacts should not be created specifically for the evaluation process, but should be
4. "A natural harvest" of products generated in the course of the teacher's practice.
5. Emphasis should be placed on the collection of a small number of high quality artifacts demonstrating teacher performance, rather than quantity of artifacts submitted.

4. Documentation

The District shall adhere to following:

1. A copy of the final evaluation and teacher's written comments, if applicable, shall be placed in the teacher's personnel file.
2. Classroom teachers shall have access to their data collection account in subsequent years as long as they remain employed in the District. Upon separation of employment from the District this account shall be closed and no longer maintained by the District.
3. Evaluators shall notify the teacher of any additional evidence submitted to data collection account within three (3) days.
4. Teachers shall not be required to use the data collection system; an acceptable alternative will be made available.
5. Any and all data entered into the data collection system shall be considered confidential, and not be subject to public disclosure.

5. Electronic Monitoring

All observations shall be conducted openly. Mechanical or electronic devices shall not be used to listen to or record the procedures of any class, unless it is initiated and submitted by the teacher or mutually agreed to by the evaluator and the teacher. Such recordings shall be used for evaluation purposes only and will not be shared without the teacher's written consent. Recordings of observations shall not be used in disciplinary matters.

## **COMPREHENSIVE EVALUATION OPTION**

A comprehensive evaluation will be required for all teachers who are provisional teachers or who have received a level 1 or level 2 rating in the previous year. All continuing classroom teachers will be required to complete a comprehensive evaluation once every five (5) years.

1. Professional Goals – Comprehensive Evaluation Option

Teachers on a comprehensive evaluation will develop professional goals and timelines, will monitor their progress, and make adaptations as needed. The plan will be guided by the teacher's self-assessment or the prior year's comprehensive evaluation and must include the three (3) student growth goals (3.1, 6.1, and 8.1) and one (1) instructional goal. The evaluator and teacher shall mutually agree on the professional growth and development plan and goals for the year.

2. Pre-Observation Conference – Formal Observation

A pre-observation conference shall be held prior to a formal observation or series of observations. The teacher and evaluator will mutually agree when to conference. The purpose of the pre-observation conference is to discuss the teacher's goals, establish a date for the formal observation(s), and to discuss such matters as the professional activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria.

3. Formal Observation

- a. At least one formal observation shall be conducted within the first ninety (90) calendar days for provisional teachers. Non-provisional teachers shall be formally observed within the first ninety (90) workdays of the school year. The first formal observation for both provisional and non-provisional teachers shall be prearranged. The total annual observation time cannot be less than sixty (60) minutes.
- b. If mutually agreed upon, the second thirty (30) minutes of required observation time may be broken into smaller time increments. Only one pre-observation conference will be required for that series of observations.
- c. As defined in RCW 28A.405.220, teachers in the third year of provisional status must be observed for an additional thirty (30) minutes, for a total observation time of no less than ninety (90) minutes.
- d. Observations will not take place on half, early release, or late start days, the day before winter or spring break, on the day following an absence of the teacher, and on days of an assembly or a modified schedule, unless mutually agreed upon by the teacher and the evaluator.
- e. Within five (5) working days after completion of the formal observation or series of informal observations the evaluator shall provide the teacher with a written summary and feedback of the observation(s). Documentation shall be made using the instructional framework.
- f. The teacher may provide additional evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher shall be incorporated on the observation document

prior to or during the post-observation conference and be used to determine the final evaluation score.

- g. The final formal observation shall occur prior to May 1.

### **Post-Observation Conference – Formal Observation**

The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the criteria during the observation and to discuss the teacher's performance.

A post-observation conference shall be held within five (5) days following a formal observation or series of observations. If the teacher and evaluator have mutually agreed to break the remaining thirty (30) minutes of observation into shorter time increments, only one post-observation conference will be required for that series of observations.

If there is an area of concern, the evaluator will identify specific concerns for the applicable criteria and provide specific observable solutions to remedy the concern in writing. The teacher has the opportunity to attach written comments to the observation notes.

### **Formal Observations**

1. Informal observations do not have to be in the classroom. Department or collegial meetings may be used for informal observations
2. If the evidence is to be used in the evaluation process, the teacher will be notified in writing
3. The evaluator is encouraged to engage in coaching cycles, walkthroughs, and support of professional growth of teachers, which shall not be used as the basis for teacher evaluations.

### **Final Summative Evaluation Conference**

1. Prior to May 15 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 and analysis of evidence. The analysis will take a holistic assessment of the teacher's performance over the course of the year.
2. The classroom teacher has the right to provide additional evidence for each criterion to be scored. Evidence must be submitted to the evaluator by May 1 unless the evaluator and teacher mutually agree to a later date.
3. If the evaluator judges the teacher be below Proficient the evaluator must articulate multiple points of evidence that deemed the score less than Proficient.
4. When a final summative score is below Proficient and the teacher believes certain teacher evaluator evidence was not considered and/or the criteria were not objectively scored the teacher and shall mutually agree on one of the following:
  1. An additional formal observation by June 1
  2. An alternative evaluator scoring the evidence. The alternative evaluator will be mutually agreed upon by the association and the District.
  3. Assignment of a new evaluator for the ensuing school year.
  4. An additional observation by a different evaluator.



5. Nothing prohibits an evaluator from evaluating any or all teachers as Distinguished based on the evidence within a school year.
  1. All evidence, measures and observations used in developing the final summative evaluation score must be a product of the school year in which the evaluation is conducted.
7. Upon completion of an evaluation by the principal or other evaluator, the employee shall be provided with a copy of the summative evaluation report within three (3) days.
8. The teacher will sign two (2) copies of the Final Summative Evaluation Report. The signature of the teacher does not, however, necessarily imply that the teacher agrees with its contents. The teacher shall have the right to attach any comments to the evaluation report. This may be done at the time the employee receives a copy of the report and prior to the report being forwarded to the District Personnel Office; or the comments may be forwarded to the Personnel Office within seven (7) school days following the evaluation conference

**Comprehensive Evaluation Summative Score**

A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. Each teacher's criterion scores are established using at least 50% of the components from each criterion and 100% of the student growth components as per RCW 28A.405.100, WAC 392-191A-080 and WAC 392-191A-090.

The Summative Criteria Score is the sum of the eight criterion scores and is rated based on the summative scoring band, as follow:

Level 1 – Unsatisfactory	8-14
Level 2 – Basic	15-21
Level 3 – Proficient	22-28
Level 4 – Distinguished	29-32

**Student Growth Impact Rating**

Embedded in the instructional framework are five (5) components designated as 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 teacher is given a score of low, average, or high based on the scores below.

Upon completion of the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the classroom teacher's student growth impact rating.

The following scoring band will be used to determine the student growth impact rating.

5 – 12	13 - 17	18 – 20
Low	Average	High

**Impact of Low Student Growth Score**

A student growth score of "1" in any of the student growth rubrics (SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1) will result in an overall low student growth impact rating.

A classroom teacher with a preliminary rating of distinguished and with a low student growth rating will not receive an overall rating of higher than Proficient.

Classroom teachers with a low student growth rating will engage, with the evaluator, in a student growth inquiry.

### **Student Growth Inquiry**

Within two months of the certificated classroom teacher receiving the low student growth score or at the beginning of the following school year, whichever is later, the evaluator will initiate the following steps.

The evaluator will examine additional student growth data in conjunction with the other student growth evidence previously provided. If the examination still results in a low student growth score, the evaluator will examine extenuating circumstances, which may include one or more of the following: goal setting process, content and expectations, student attendance, and/or extent to which standards, curricula, and assessments are aligned.

If after the above two examinations, the classroom teacher still has a low student growth rating, the evaluator will create and implement a professional development plan to address student growth areas, a copy of which will be given to the teacher. This plan may include monthly conferences focused on improving student growth to include one or more of the following topics: student growth goal revision, refinement and progress, and/or best practices related to student growth data collection and interpretation.

### **FOCUSED EVALUATION PROCESS**

If a non-provisional teacher has scored at Proficient or higher the previous year, they may choose to be evaluated using the Focused Evaluation. The teacher may remain on the Focused Evaluation for five (5) years before returning to the Comprehensive Evaluation.

The teacher may select from any of the eight (8) state criterion for each year they are assessed using the Focused Evaluation. If the teacher selects criterion 3, 6, or 8, the student growth rubrics within those criterion shall be scored. If criterion 1, 2, 4, 5, or 7 is chosen, the teacher must complete the student growth components in criterion 3 or 6 as per WAC 392-191A-120.

The teacher will develop a plan based on a self-assessment of the selected criteria, develop written professional goals and timelines, monitor progress and make adaptations as needed. The evaluator and teacher shall mutually agree on the teacher's professional goal(s) for the year.

The teacher or the evaluator can initiate a move from the Focused to the Comprehensive Evaluation. A decision to move a teacher from a Focused to a Comprehensive evaluation must occur in writing prior to December 15th. A change to Comprehensive evaluation must be

preceded by a least one (1) meeting to discuss the need to change an opportunity for response and the decision.

### **Observations and Conferences**

Observations and conferences for the Focused evaluation shall follow the process set forth in the Comprehensive Evaluation Options 2 – 5 (with the exception of provisional employees)

### **Final Summative Score – Focused Evaluation**

The score received for the selected criterion is the score assigned as the final summative score (Distinguished = 4, Proficient = 3, Basic= 2, Unsatisfactory = 1).

If the teacher is focusing on criterion one (1), two (2), five (5), six (6), and eight (8) a minimum of 50% of the components must be scored in the selected criteria. In addition, the two (2) components from the teacher's selected student growth goal will be included in the final summative score for the focused evaluation. For criterion eight (8), only the one student growth goal will be scored.

If the teacher is focusing on criterion three (3), four (4), and seven (7) 100% of the components must be scored in the selected criteria. In addition, the two (2) components from the teacher's selected student growth goal will be included in the final summative score for the focused evaluation.

Components scores within a criterion, and the included student growth scores, will be averaged and rounded to reach a final criterion score. When a final criterion score includes a fractional number (for example 2.33), all scores with fractions below .50 will be rounded down and all fractions .50 or above will be rounded up. For example, a score of 2.33 would receive a final criterion score of 2 and a score of 2.50 would receive a final criterion score of 3.

### **SUPPORT FOR BASIC AND UNSATISFACTORY PERFORMANCE**

1. Prior to the start of school, the Association will be notified if a continuing contract teacher with five (5) or more years of teaching, is judged below Proficient (-3)
2. When a teacher's summative score falls below Proficient, at least one of the following conditions and provisions shall be granted, by mutual agreement between the teacher and the evaluator, to support the teacher's professional development:
  - a. The teacher shall be granted up to five (5) days of district funded release time to observe colleagues' instruction.
  - b. The teacher shall be granted an additional/alternative certificated employee evaluator.
  - c. The teacher will be assigned to only one (1) work location, i.e., one classroom.

- d. A mentor will be assigned.
- e. The teacher may choose to participate in a voluntary structured support plan
- f. Additional supports may include, but are not limited to: peer coaching, reading material, and District or ESD staff development courses. The District will provide and pay for any required in-service training and any required mentor (RCW 28A-405-140).

In such cases that a teacher with more than five (5) years of experience receives a summative evaluation score below Proficient, the teacher must be formally observed before October 15 the following year. If the first Formal Observation in that following year results in ongoing and specific performance concerns, a structured support plan will be mutually developed by the evaluator and teacher within five (5) days following the first Post-Observation Conference and will be completed prior to completion of the comprehensive evaluation.

## **PROBATION**

### **Purpose:**

The purpose of the probationary period is to give the teacher an opportunity to demonstrate improvement(s) in his/her areas of deficiency. The establishment of a probationary period does not adversely affect the contract status of a teacher within the meaning of RCW 28A.405.200

### **Not Satisfactory:**

Continuing contract teachers with four (4) or more years of teaching experience in the state of Washington receiving a summative score of one (1) are considered not satisfactory.

Continuing contract teachers with five (5) or more years of teaching experience in the state of Washington receiving a summative score of two (2) for two years in a row or two (2) years within a consecutive three-year period are considered not satisfactory.

Teachers may only be placed on probation from the Comprehensive Evaluation Process.

### **Notice:**

At any time after October 15, a teacher whose work is not judged satisfactory based on district evaluation criteria shall be placed on probation and notified in writing of the specific areas of deficiency and provided with a written reasonable program for improvement no later than January 20 of the academic year. The notice to the teacher shall be signed by the Superintendent/Designee.

### **Probationary Period:**

A probationary period of sixty (60) 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 1 of the same school year.

### **Regular Meetings and Assistance:**

During the probationary period the evaluator shall meet with the teacher twice monthly to supervise and make written evaluations of the progress made by the teacher.

The principal or supervisor may authorize one additional certificated administrator to evaluate and assist the teacher in improving his or her areas of deficiency. Should the evaluator or supervisor not authorize an additional evaluator, the probationer may request that an additional certificated evaluator become part of the probationary process. This request must be implemented by including an additional experienced evaluator assigned by the ESD in which the school district is located and selected from a list of evaluation specialists compiled by the ESD, if available.

A teacher on probation may authorize an Association representative to accompany him/her at all conferences required in this section.

### **Transfers:**

The teacher may not be transferred from the supervision of the original evaluator during the period of probation. 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 may occur.

### **Removal From Probationary Status:**

The teacher must be removed from probation if he/she has demonstrated improvement that results in a new comprehensive summative evaluation performance rating of Level 2 or above for a continuing contract teacher with five or fewer years of experience or of Level 3 or above for a continuing contract teacher with more than five years of experience. If the evaluator is satisfied that the teacher should be removed from probation, the teacher shall be notified in writing no later than May 15.

### **Failure to Improve:**

If the probationary teacher has not demonstrated satisfactory improvement in the area(s) of deficiency, the teacher shall be notified in writing on or before May 15 of the lack of improvement along with specific documentation. Lack of necessary improvement constitutes ground for finding probable cause for non-renewal pursuant to RCW 28A.405.210 or RCW 18A.405.300.

Immediately following the completion of a probationary period that does not produce the required comprehensive summative evaluation performance ratings specified under 3.12.8 (e) above, the teacher may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another

teacher nor may it adversely affect the probationary teacher's compensation or benefits for the remainder of the teacher's contract year. If such reassignment is not possible, the district may, at its option, place the teacher on paid leave for the balance of the contract term

**Procedural Errors:**

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.

**GENERAL REQUIREMENTS**

**Work Site Limit:**

All observations for the purpose of evaluation must be conducted with the knowledge of the teacher at the teacher's normal work site.

**Signatures:**

The written observation report(s) and the written evaluation report(s) must be signed and dated by the observer and the evaluator respectively. Such reports are also to be signed and dated by the teacher, provided that the teacher's signature shall indicate only that he/she has received a copy of the observation and/or evaluation report, not that he/she necessarily agrees with its content.

**Copy and Response:**

A copy of each observation shall be given to the observed teacher within five (5) working days of the observation. A copy of the evaluation shall be given to the teacher by June 1. Within seven (7) days, the teacher may submit written comments concerning the report which shall be attached to the report in the teacher's file.

**Principals' Yearly Evaluation Files:**

The principal's yearly evaluation files shall be purged at the end of each school year no later than June 30.

**Surprise Bar:**

Any item on the Evaluation Form that is marked with an "Unsatisfactory" must have been preceded with a written statement and/or formal conference with the teacher in order to provide notice of the problem, specific suggestions for improvement, and reasonable time and opportunity for improvement.

**USE OF EVALUATION RESULTS**

Evaluation results shall be private and confidential and shall be used:

1. To document the satisfactory performance by a teacher of his/her assigned duties;
2. To identify area(s) for professional growth according to the criteria included on the evaluation instrument;
3. To document performance by a teacher judged unsatisfactory, based on the adopted evaluation criteria.

## **NON-CLASSROOM STAFF**

1. Non-classroom staff shall not be part of the process of evaluation of certificated employees
2. Work will continue to develop new evaluation forms for Non-Classroom Staff. Representative employees who work in those roles will be in those roles will be involved in the development process. When these documents are completed, they will be presented to MLEA for approval and ratification.

## **SECTION 2 - PERSONNEL FILE**

Certificated employees or former certificated employees shall upon request have the right to inspect all contents of their complete personnel file kept at the District Office. The employee may request representation be present during the review.

Any review of files shall be during normal business hours and shall, at the Superintendent's option, require the presence of the Superintendent or his designee. Upon request by the certificated employee, the Superintendent or his official designee shall sign to verify contents and the date.

Each certificated employee's personnel file shall contain the following minimum items of information: all certificated employee's evaluation reports, copies of annual contracts, and transcripts of academic records.

No evaluation correspondence or other material making derogatory reference to an employee's competence, character, or manner shall be placed in the personnel file without the affected employee's knowledge and opportunity to attach his/her own comments.

Certificated employees who wish documents removed from their personnel file may submit a written request to the Superintendent identifying the objectionable document. The document may be removed by the Superintendent, or if not removed, the Superintendent will provide the affected employee reasons in writing why it is not in the best interest of the District to remove the identified document.

The official personnel file of each certificated employee shall be maintained in the District Administration Office. Any records, reports, or anecdotal information maintained by the Building

Principal/Supervisor shall not be considered a part of the official personnel file and such information shall be destroyed, unless it is a part of the evaluation document placed in the personnel file at the end of each school year.

Official grievance materials may be placed in the personnel file by employee request. Official forms shall be kept in a separate grievance file. MLEA executive board may view the file

## **SECTION 3 - ASSIGNMENT, TRANSFER, AND VACANCIES**

To assure that pupils are taught by teachers working within their area of competence, teachers shall be assigned, in accordance with the regulations of the State Board of Education and Federal guidelines, to subjects, grades, and endorsements in specialty areas.

Any employee who submits a written letter of interest and who meets the minimum qualifications for the position will be provided an opportunity for an interview.

### **SEQUENCE OF ASSIGNMENTS AND TRANSFERS:**

Teaching positions that open for the ensuing school year will be subject to the following hiring priorities:

#### **I. Building and Program Reassignments – A change in assignment within a building or program that occurs as a result of building/program needs.**

1. In-building transfers will have first consideration unless a reassignment is determined by administration to be necessary as a result of budgetary/staffing changes.
2. Openings in a building for the next school year will be announced, by email to certificated staff and Human Resources, by the building principal as early as possible, when the openings occur while school is in session. Positions shall be posted in building for five (5) business days.
3. If the position is not filled in building, the posting will be posted on the district website for a minimum of 5 working days to allow for potential transfers by in-district employees.
4. When openings become available during summer vacation the position will be posted on the district website for a minimum of 7 working days.
5. The District will attempt to notify the applicant of his/her selection or rejection for the staff opening as soon as possible, within (2) two weeks after the position has been filled. Attempts will be documented by the building/program administrator and available upon request.
6. When a request for a transfer is denied, he/she will be informed of the reason(s) as soon as possible.
7. Employees will only be eligible for one transfer in building, per school year assignment.



## II. Placement of Involuntary Transfers/Program Reduction

1. In the event a program or programs need to be reduced, no staff opening shall be filled by means of an involuntary transfer if there is a volunteer available who meets the qualifications for the position.
2. The District will determine programs that need to be reduced. Staff input will be taken into consideration.
3. Programs that need to be reduced will be identified within a specific building. "Program" is defined as secondary building departments, individual elementary building grade levels, or district-wide special program.
4. In the event that a program reduction that contains a combined grade level or a looping situation, the person involuntarily transferred will come from either grade level using the procedures identified in this section.
5. Within the identified program, teachers will be ranked in reverse order according to:
  1. Years of experience in the District.
  2. Years of experience in building
  3. Degrees
  4. Credits
  5. A drawing by lots will be conducted to determine who shall be involuntarily transferred when all the above items are equal. Affected parties shall be invited to attend the drawing.
6. No employee shall be involuntarily transferred more than two times within a three year period, or more than once within a school year.
7. The employee will be notified of the transfer as soon as the need for the transfer is established by the District.
8. The District will offer to consult with the affected employee(s) regarding the rationale for the transfer.
9. Employees involuntarily transferred due to program reduction will be given priority to return to an open position within that program for (2) two years.
10. Based upon established educational need and physical requirements, the teacher involuntarily transferred shall have an additional fourteen (14) per diem hours to prepare and plan for the new assignment and to transfer materials. This shall mean weekends and/or after school, if convenient for the teacher affected.
11. The employee may request the assistance of the District to help move the employee's instructional materials.

Note: When employees move from the classroom to a specialist or itinerant position, they must be aware that, should that program be reduced or should they wish to return to an open position in the regular classroom, there can be no guarantees of placement regarding grade level or building.

## III. In-District Transfers

1. Building principals shall post all openings within their buildings as early as possible by email. The posting will be open for 5 working days.

2. When school is in session, postings will be sent to the MLEA President and posted on the District website for (5) five working days.
3. Teachers interested in transferring shall notify the Superintendent or designee in writing of their interest in the position within the (5) five working days that the position is posted.
4. When school is not in session, the District shall place all openings for teaching positions on the District website for seven (7) working days.
5. Teachers interested in transferring shall notify the Superintendent or designee in writing of their interest in the position within the (7) working days that the position is posted.
6. When a building has a teaching vacancy, the principal will consider employees who have indicated an interest in the position that is open
7. The building principal will notify the employee of his/her selection or rejection for the staff opening as soon as possible, but not more than two (2) weeks after the position has been filled.
8. When a request for transfer is denied, he/she will be informed of the reason(s) as soon as possible.
9. Employees will only be eligible for one voluntary transfer (in-building or in-district) per school year.
10. Part-time staff will be considered for reassignment (in-building and in-district transfers) to positions of equal or greater FTE only if the additional FTE is supported within the District's budget.
11. Whenever possible, positions that open after the first day of school, which are for the current school year, will be filled by new employees. However, if positions filled after the first day of school with provisional employees continue for the following school year, interested certificated staff will have the ability to apply and transfer into these positions following the procedures in the Collective Bargaining Agreement. The provisional employee(s) shall move to an open position if available and if the District makes the decision to renew the provisional employee's contract.

#### IV. Returns from Leave

1. Employees on leave of absence are not guaranteed to return to their exact same position.
2. In the event that an employee is returning from leave and their previous assignment is no longer available, they will be placed in a new position based upon qualifications and in-district seniority by August 15th.

#### V. Positions Open-Outside Candidates

1. This pool includes long-term substitutes, one-year only contracted employees, and candidates who have submitted an application with the District.

### Extra Duty Assignments

As with all supplemental contracts (RCW 28A.400.200), these contracts are for one year only and will be posted within the building where the positions will occur. Multiple activities may be

listed on a posting, and the posting may be in written or electronic form. Certificated staff will be notified, in writing, of any extra duty academic assignments that are open within their building, such as Planned Academic Units (PAU's), extended learning, etc. Selection will be based on the candidate's qualifications. If more than one person seeking the position is qualified, selection will be determined by district seniority. If the position is not filled with certificated staff within the building, a posting will be developed for all other certificated district staff following the same selection criteria. If no certificated staff within the district accepts the position, other candidates will be considered based on qualifications. Extra duty assignments may be discontinued or substituted at the District's discretion. The decision will be made with input from the Association, and shall not be subject to the grievance procedure.

## Extended School Year Assignments

1. Those staff members who are presently assigned to special education positions who desire to teach in the summer shall not have to be interviewed. However, if the number of positions available is less than the number of employees who are interested in teaching, experience, qualifications and current assignments will be used to determine placement. If all of these factors are equal, District seniority will be used to determine placement. Employees need to notify the Program Supervisor of their interest in teaching for summer.
2. Those teachers working within the District with prior satisfactory special education experience qualifications, experience and certification shall be hired prior to seeking teachers out of the District.
3. Summer positions shall be posted by the District and teachers shall be notified of their teaching assignments as soon as possible before June 1 of each school year.
4. An evaluation at the end of summer school shall be provided each temporary (summer only) employee.
5. All leave provisions afforded during the regular school year are applicable to in-District employees during the summer.
6. The summer school administrator will conduct an observation of each certificated staff member employed in the summer school program. The administrator will share the observation with the employee in a written observation summary. The observation summary may be used as part of the employee's annual evaluation for the following school year.

## SECTION 4 - DUE PROCESS

In the event of a serious allegation, an investigation will be conducted. During the entire investigation, the teacher has the right to representation and the employee may be placed on Administrative Leave

No certificated employee shall be disciplined (including warnings, reprimands, suspensions, reduced in rank or compensation, or deprived of any professional advantage) without just cause. The specific grounds forming the basis for disciplinary action will be made available to the teacher and the Association in writing. Complaints made against a teacher or person for

whom the teacher is administratively responsible, by any parent, student, or other person will be promptly called to the attention of the teacher. Complaints not called to such teacher's attention may not be used as the basis for any disciplinary action against the teacher.

A teacher shall be entitled to have representation during any formal disciplinary action. When a request for such representation is made, no disciplinary action shall be taken with respect to the teacher until such representation is present. If a hearing is to be held between the District and employee, every effort shall be made to hold the hearing after normal school hours.

The District agrees to follow a policy of progressive discipline. Possible disciplinary actions include, but are not limited to, verbal warning, written warning, suspension without pay, or discharge. Any disciplinary action taken against a teacher shall be appropriate to the behavior which precipitates said action. The District reserves the right to move to a higher level of discipline if it is an egregious situation that warrants such action.

## **SECTION 5 - GRIEVANCE PROCEDURE**

### **Purpose**

The purpose of the grievance procedure shall be to provide a means of resolving alleged violations of the collective bargaining agreement.

The grievance procedure is deemed in the best interest of administering the collective bargaining agreement.

### **Definition**

A grievance is any condition, action or lack of action of the District or the Association which is an alleged violation of the collective bargaining agreement. A grievance may result from alleged misinterpretation or misapplication of the terms and conditions of this agreement.

### **General Conditions**

#### **1. Time Limits**

A grievance must be initiated within twenty (20) work days following the alleged violation of the collective bargaining agreement. The adjustment of grievances shall be accomplished as rapidly as possible. To that end, the number of days within which each step is prescribed to be accomplished shall be considered as maximum, and every effort shall be made to expedite the process. Under unusual circumstances, the time limit prescribed in this statement may be extended by mutual consent of the grievant/Association and the District. To the extent that time limits are expressed in days, the days shall consist of school days except after June 1, when, they shall consist of all weekdays so that the grievance may be adjusted before the close of the school year or as soon thereafter as is possible. If the employee misses the timeline for grievance, the grievance shall be dismissed.

## 2. Representation

At each formal step in the procedure, the grievant may be represented by a representative of the recognized employee organization; however, the organization shall not be obligated to represent any grievant at any step of the procedure, and whether it does so shall lie within its sole discretion. Any grievant shall have the right at any time to present grievances and to utilize each step of this procedure with counsel of his/her own choice. The Association is to be informed of any grievance procedure initiated by any individual represented by this Agreement.

## 3. Confidentiality

All matters pertaining to specific grievances shall be confidential information and shall not be disclosed or divulged by any participant in the grievance adjusting process or by any grievant or director of the District except as required by public disclosure rules.

## 4. Freedom from Reprisal

Individuals involved in grievance adjustment proceedings, whether as a grievant, a witness, a representative of the recognized employee organization, or otherwise, shall not suffer any restraint, interference, discrimination, coercion, or reprisal on account of their participation in the grievance adjusting process.

## 5. Assistance in Investigation

During the course of any investigation by the recognized employee organization (either to determine whether it will represent a grievant or to enable it to represent the grievant effectively) the District and the Association shall cooperate and furnish to each other information germane to the grievance as may be requested unless such information cannot be disclosed under the law.

6. The Association may file a grievance only at the request of the grievant.

## **PROCEDURE**

### Step One

- a. The grievance must be initiated within twenty (20) work days of the alleged violation of the collective bargaining agreement.
- b. An educator with a grievance shall discuss it first with his/her immediate supervisor.
- c. If the employee desires, he/she may be accompanied by a member of his/her professional organization.
- d. Every effort shall be made to resolve the grievance at this level in an informal manner

### Step Two

- a. If within twenty (20) work days of Step One the educator is not satisfied with the procedure outlined in Step One above, he/she or the Association may request from the building representative a form entitled "Grievance Review Request."
- b. This form is to be submitted at a meeting with the Building Principal/Supervisor.
- c. A written response from the Building Principal/Supervisor will be given to the grievant four (4) work days of the meeting.

### Step Three

- a. If within five (5) work days of the receipt of the written response, the grievant and/or Association is not satisfied with the disposition of his/her grievance at Step Two, the grievance may be appealed to the Superintendent or his/her official designee.
- b. The Superintendent will arrange for a meeting to take place within five (5) work days of receipt of the grievance.
- c. Upon conclusion of the meeting, the Superintendent shall have five (5) work days to provide a written decision, together with reasons for the decision to the grievant and the Association.

### Step Four

1. If within twenty (20) work days from receipt of the written response from the Superintendent, the grievant and/or Association is not satisfied with the disposition of the grievance at Step Three, they may appeal the decision of the Superintendent to binding arbitration. The grievant will so inform the Superintendent in writing. For grievances initiated by the Association, the final decision about going to arbitration lies with the Association Executive Board.
2. The District and the Association agree to use the rules of the American Arbitration Association.
3. The arbitrator will be chosen by the Association and the District from a list of arbitrators supplied by the American Arbitration Association by alternately striking one name at a time from the list. The first to strike a name shall be determined by lot. The arbitrator whose name remains on the list shall serve for the grievance.
4. The decision of the arbitrator shall be final and binding on both parties.
5. The cost for the services of the arbitrator, including per diem expenses, if any, will be borne equally by the Association and the District. All other costs will be borne by the party incurring them.

### **Exceptions to Time Limits**

When a grievance is submitted on or after June 1, time limits shall consist of all weekdays, excluding holidays, so that the matter may be resolved before the close of the school term or as soon as possible thereafter.

### **Cooperation of the Board and Administration**

The Board, Administration, and Association will cooperate with each other in the investigation of any grievance, and further, will furnish each other with information needed to process any grievance.

### **Released Time**

Every effort shall be made not to interrupt the educational process unless the arbitrator and/or Superintendent deem it necessary.

Non-renewal and/or discharge proceedings are not subject to the grievance procedure since state law prescribes legal process to be followed.

## **SECTION 6 - LAYOFF AND RECALL**

The term "layoff" as used herein refers to action by the District reducing the number of teachers in the District due to economic reasons only; it does not refer to any decision to discharge or non-renew an individual teacher for cause.

Teachers with valid contracts will not be laid off during any school year. All layoffs will be effectuated at the start of the following school year. In the event of a layoff, the District shall provide written notice to all affected teachers on or before May 15 of the school year preceding the year in which the layoff would occur.

In the event that the District anticipates a layoff of teachers, the District will notify the Association before May 15. The District will provide the association with pertinent financial information demonstrating conclusively that projected revenues will affect current staffing levels. Further, the District shall seek out financial assistance from available resources.

The District shall also make available to the Association an accurate up-to-date account of all voluntary gifts, contributions, donations, bequests, or pledges to the District. All such funds shall be placed in the general fund for operational expenditures unless earmarked for a specific program(s) of the District. Where anticipated revenues are categorical and depend upon actual expenditures rather than budgeted amounts, the District shall maintain these programs only to the limit of the categorical support.

One seniority list shall be compiled by the District that will include all state certificated public school staff.

### **Program**

Before any layoffs occur, the program for the District will be determined by the Board of Directors.

### **Seniority**

Layoff shall be by seniority. Seniority is defined as length of service within the state as of the teacher's first working day.

By November 1, of each school year the District will publish and distribute to all teachers and the Association a seniority list ranking each teacher from greatest to least seniority.

A finalized list shall be provided to the Association by March 1 of each year. The list shall reflect all corrections, deletions and additions of personnel for the school year.

In the event of more than one individual teacher having the same statewide seniority ranking, all teachers so affected will be ranked according to in-District seniority.

In the event of more than one teacher having the same in-District seniority ranking, all teachers so affected will be ranked in accordance with the number of education credits beyond the BA Degree from greatest to least.

In the event of more than one teacher having the same number of credits after applying the above provisions, all teachers so affected shall participate in a drawing by lot, to determine position on the seniority list. The Association and all teachers so affected shall be notified in writing of the date, place and time of the drawing. The drawing shall be conducted openly and at a time and place that will allow affected teachers and the Association to be in attendance.

#### **Layoff Procedure and Definitions**

In the event it becomes necessary to layoff teachers, the following procedure will be implemented:

1. "Indeterminate Leave" means leave because of economic reasons resulting in a reduction of teachers. Any teacher placed on indeterminate leave shall retain all accrued benefits and such other benefits as are regularly extended to any teacher on a one year leave of absence.
2. "Qualifications" means state and federal requirements for the subject area and/or grade level to which the teacher will be assigned, academic preparation in subject area and/or grade level assigned, teaching experience in subject area and/or grade level assigned.

Teachers that are to be laid off shall be placed on indeterminate leave. Teachers to be placed on indeterminate leave shall be those with the least service time in the state that has been determined by the final seniority list ranking. The District shall begin with those teachers who have one year of service or less, then two years, etc., until the necessary quota has been met. Any request for indeterminate leave shall be granted. Teachers shall not be "bumped" or reduced in seniority ranking by school employees that are not represented by the teacher group.

#### **Recall Procedure**



After program cuts have determined how many positions would be eliminated, the employees released who were not assigned to a position would go into a teacher pool. Reassignments from this pool to existing vacancies shall be made on the basis of seniority. No new teachers shall be hired to fill existing or new teaching assignments until the pool has been exhausted, unless no teachers in the pool are qualified for the position.

The District shall give written notice of recall from layoff by sending a registered or certified letter to said teacher, at his/her last known address. A copy shall be sent to the Association. It shall be the responsibility of each teacher to notify the District of any change in address. The teacher's address as it appears on the District's records shall be conclusive when used in connection with layoffs, recall, or other notice to the teacher.

### **Layoff Benefits**

An individual laid off may pay the cost of insurance benefits through the District.

All positions of substitute teachers shall be offered to teachers on recall by seniority in rotating order before any other person is offered such a position.

All benefits to which a teacher was entitled at the time of his/her layoff, including unused accumulated sick leave will be restored to the teacher upon his/her return to active employment, and the teacher will be placed on the proper step of the salary schedule for the teacher's current position according to the teacher's experience and education.

# ARTICLE VIII - TERM OF AGREEMENT

## SECTION 1 - REOPENER CLAUSE

This Agreement may be opened for amendment(s) by the mutual consent of both parties, and the Board shall not adopt policy affecting the wages, hours, terms and conditions of employment of certificated staff without negotiating with the Association. Requests for such amendment(s) by either party must be in writing and must include a summary of the proposed amendment(s).

In the event of economic changes mandated by the Washington State Legislature during the school contract year, the Association or the District may give ten (10) days notice of its desire to negotiate changes in the salary schedule and economic fringe benefits.

## SECTION 2 - TERM OF AGREEMENT

This Agreement shall be effective beginning with the 2024-2025 contract year and shall continue in effect through the 2026 - 2027 contract year (accepting salary, fringe benefits, and other economic issues of concern to the Association or new legislative actions).

This Agreement shall be open for negotiating a successor agreement not later than May 1, 2027. It is the hope of both the District and the Association that only those items of concern as expressed during the term of this agreement will be negotiated in formation of a new agreement and that the articles in this agreement that have proven satisfactory may continue in effect.

For Medical Lake Education Association

For Medical Lake School District #326

BY: \_\_\_\_\_

BY: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

# Coversheet

## Approve the Minimum Basic Education Requirement

**Section:** IV. Individual Actions Items  
**Item:** E. Approve the Minimum Basic Education Requirement  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024-25- Minimum Basic Education Requirement Collection-Review.pdf

## 2024-25- Minimum Basic Education Requirement Collection

### 1. Minimum Basic Education Requirement Compliance and District Survey

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#### Instructions and Important Information to Know Before You Begin

The State Board of Education, which is responsible for ensuring school district compliance with the requirements of the Program of Basic Education ([RCW 28A.150.220\(7\)](#), [WAC 180-16-195](#), and [WAC 180-16-200](#)), annually conducts a data collection that allows school districts to confirm compliance. Local educational agencies (LEAs) are also requested to complete this data collection. We use school district and LEA interchangeably, so even though the prompt refers to school districts, the prompt is intended to include school districts and LEAs (charter schools and tribal compacts).

Most of the prompts reflect actions and offerings for the upcoming 2024-25 school year. To implement the process of basic education certification, the SBE created the 2024-25 Basic Education Compliance Matrix (shown [here](#)), which lists required educational offerings. Basic education compliance is established through district attestation that they are providing each of the required offerings.

For the 2024-25 school year, the survey application has been updated to continue addressing the need to collect information from districts to help improve the state's K-12 educational system. It is no longer possible to complete FP 600 in iGrants as in previous years. Your responses to this survey, and responses to possible follow-up questions from SBE staff, will complete the reporting requirement for the 2024-25 school year.

The purpose of these questions is twofold. First, to help inform districts of requirements and recommendations in current law, and second, to gather information that helps the Board to promote a system that best meets the goals of basic education for all students.

School districts will only be presented with questions appropriate to their grade levels served. Please, be careful on the first and the second pages of the survey answering the questions about the name of the school district and grades your district serves. For your convenience, several questions have been provided to ensure that the application correctly displays the name of the school district that the applicant represents.

The survey includes questions about the following topics:

Grade levels served.

Days of instruction, and any related waivers.

Average instructional hours.

Graduation requirements: the High School and Beyond Plan, course offerings, and graduation pathways.

State-mandated and state-recommended educational offerings and activities.

Mastery-based crediting and learning; School Climate Survey; Healthy Youth Survey.

## **Class of 2024 graduation requirement emergency waiver administration.**

We recommend that you review the sample survey available [here](#) to gather all the information you will need in advance of completing the online form. We also provide links to the relevant statutes and rules for you to review as you need. The [2024-25 Basic Education Compliance Matrix](#) also includes links to more information on each requirement, references WSSDA model policies, and to OSPI bulletins, where appropriate.

**Quick Tip for Opening Links: Please "right click" the link and select the "Open in a new tab" to review the statute or rule, which will allow you to continue with the survey uninterrupted.**

We believe this survey will take approximately 30-40 minutes to complete. The collection tool saves your responses as you go and you can go back and change responses at any time so long as the survey is open. We included an option to save your progress and return later to complete.

**Quick Tip to Save and Continue Later: if you do need to pause the survey, a "Save" option is available in the lower right-hand corner. You will be prompted to provide an email to which a link will be sent. Use that link to continue the survey at a later time or to forward to another person.**

Please note the following tentative deadlines for Basic Education submission and certification:

If you submit your responses to the SBE on or before June 12 and there are no issues, it is likely that your school district could be certified as being in compliance with the provision of basic education for the 2024-25 school year at the SBE's June SBE meeting.

If you submit your responses on or before August 1, your school district or LEA could be certified at the August SBE meeting.

We expect to certify the final school districts at the October 16 SBE meeting, so all responses will need to be submitted no later than September 23.

Note: we encourage you to complete and submit your responses before the end of the current school year, so that you and your staff are not tasked with this over the summer or at the start of the next school year.

This survey and certification of compliance with the Program of Basic Education are the responsibility of the Washington State Board of Education. Please forward any questions you might have to Viktoria Bobyleva, Basic Education Manager, at [viktoria.bobyleva@k12.wa.us](mailto:viktoria.bobyleva@k12.wa.us). Please include the words "Basic Ed Collection" in the subject line.

### **OTHER IMPORTANT INFORMATION:**

Validation is used throughout the survey to provide additional information where responses may not meet the requirements.

This year, we again included the "Save and Continue" function that allows you to save work, end the session, and return to the survey at a later time. Look in the lower right corner of the survey screen for the words "Save and continue"

later". After selecting this option and providing your email address, a link to re-access the survey will be sent to you, which you may forward to another person as needed.

At the end of the survey, you will have the chance to Review your Responses and go back to change responses as needed.

After you submit your responses, you will receive an email confirmation with a PDF attachment showing your responses to the survey prompts. Items shown in bold red font indicate potential issues with your responses that will need to be addressed. Please contact Viktoria Bobyleva, Basic Education Manager, at viktoria.bobyleva@k12.wa.us to learn more about the potential issues.

We will post and regularly update the certification status of school districts on the [SBE website](#) but are unable to send out individual communications regarding status update. We encourage you to check the website regularly to learn about your district's status. If you have questions or concerns, please contact Viktoria Bobyleva as shown above.

**1. ATTENTION !!! School District or LEA Name**

**Name of the School District or LEA**

Medical Lake School District

**2. ATTENTION!!!!!! Confirm District Name and Leadership**

**Confirm Name of the School District**

Medical Lake School District

**What is the name of your School District/LEA?**

**Superintendent's Name (First and Last Name)**

Kimberly Headrick

**Superintendent's Email Address**

kheadrick@mlsd.org

**3. Name and contact information of you or the person we should contact if we have questions about survey responses. Leave these responses blank if the SBE should communicate directly with the school district Superintendent shown above to resolve possible issues. The email address must be re-entered.**

**First Name**

Rob

**Last Name**

Haugen

**Email**

rhaugen@mlsd.org

**2. Grades Offered**

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We have provided you with more options to select the grades served at your school district or LEA. In doing so, we can design survey logic to present prompts specifically targeted for the grade levels served. For example, if you represent a K-8 school district, you will not be presented with prompts for high schools and if you are a K-3 charter school, you will not be presented with prompts intended for grade 4 or higher.

We recognize that some charter schools are in the process of building out their school by adding one grade level each year to support the promotion of students to the next grade level. Please select the grade level that best describes your school district or LEA. For example,

you may represent a charter school LEA serving grades K-11 when you are authorized to serve grades K-12. We would expect you to select K-12 because that grade configuration best matches the grades served for the 2024-25 school year. We also know many school districts offer Pre-Kindergarten (Pre-K) programs, but none of the prompts address Pre-K programs. If your school district serves Pre-K to grade 12, please select K-12 as that best matches your grade configuration.

4. Which of the following best describes the range of grades offered in your school district?

K-12

5. How many schools in the district serve students in any of the grades 9 through 12?

1

### 3. Days of Instruction and Waivers

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By answering the following questions, school districts provide prospective assurance of meeting minimum requirements of the Program of Basic Education as described in [RCW 28A.150](#) for the 2024-25 school year.

The State Board of Education has a [FAQ on instructional hours](#), and in the end of 2022 the Office of Superintendent of Public Instruction released [Bulletin 077-22](#) regarding options for instructional funding models for the 2022-23 school year that could be taken into consideration for the 2024-25 school year. [WAC 180-16-195](#) and [WAC 180-16-200](#) have also been updated.

If the school district has questions about its compliance status, please email Viktoria Bobyleva, Basic Education Manager, at [viktoria.bobyleva@k12.wa.us](mailto:viktoria.bobyleva@k12.wa.us) for more information.

***Quick tip: To open links, we recommend right-clicking on links and selecting "open link in new tab"***

### 6. Minimum 180-Day School Year

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

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?

No, we have a waiver to offer less than 180 days for the 2024-25 school year

7. Which waiver(s) from the 180-day requirement did the district receive? Please choose "Yes" for each type of waiver that applies to your school district and select "No" for the others. (You must answer "Yes" or "No" for each waiver type.)

	Yes	No
180-Day Waiver for improvement of student learning (i.e. professional development, parent-teacher conferencing more than five days, transition days, alternative calendar, etc.)		X
Economy and Efficiency Waiver (i.e. four-day school week for districts under 1000 students)		X
A Parent-Teacher Conferencing Waiver offive days or less.	X	
A Waiver due to emergency closure		X
A Waiver for other reasons		X

8. How many school days will the district offer in the regular school year after the use of any and all waivers from the 180-day requirement?

176

9. How many days of instruction are being waived?

4

#### 4. Instructional Hours

This page contains prompts on the number of instructional hours your school district or LEA is offering or providing to students, which are summarized below. Kindergarten Total Instructional Hour Offering ([RCW 28A.150.203](#) / [RCW28A.150.220](#) / [RCW 28A.150.315](#)) - Implementation of all-day kindergarten programs must be achieved in the 2017-18 school year. All-day programs must consist of no fewer than 180 days, comprising no fewer than 1,000 hours of instruction.

Grades 1-12 Total Instructional Hour Offering ([RCW 28A.150.220](#) / [RCW 28A.150.205](#) / [WAC 180-16-200](#)) - The district makes available to students enrolled in grades 1-12 at least a district-wide average 1,000 instructional hours in grades 1-8 and a district-wide average 1,080 instructional hours in grades 9-12, which may be calculated as a district-wide average of 1,027 instructional hours in grades 1-12.

You can also go to the [SBE website](#) to learn more about the instructional hour requirements of basic education.

#### 10. Kindergarten Minimum Instructional Hour Offering ([RCW 28A.150.220](#), [RCW 28A.150.205](#), [RCW 28A.150.315](#))

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

Yes

#### Grades 1-12 Minimum Instructional Hour Offering ([RCW 28A.150.220\(2\)](#), [RCW 28A.150.205](#), [WAC 180-16-200](#))

11. How will your school district meet the minimum instructional hour offering?

District-wide average of at least 1,027 hours



12. How many credits will atypical high school student have the opportunity to earn in your school district during the 2024-25 school year? (This should include the annual number of credits and not include summer school, interim sessions, or other credit retrieval opportunities outside of the regular school day.)

6

## 5. High School Requirements: Subject Areas and Credits and Local Graduation Requirements

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The three components of Washington graduation requirements are:  
subject area and credit requirements ([WAC 180-51-210](#)),  
the High School and Beyond Plan ([WAC 180-51-220](#)), and  
graduation pathway options ([WAC 180-51-230](#))

The following questions provide assurance that districts' graduation requirements align with state minimum graduation requirements for the 2024-25 school year. Also, the Legislature has directed the State Board of Education to survey districts about graduation pathway options. District responses to the questions about graduation pathway options, along with other research, will be used to examine graduation pathway options and make recommendations to the Legislature on removing barriers to implementing graduation pathway options and making the options more equitable for all students.

13. For the Class of 2025, will the school district require at least the state minimum core subject area requirements ([WAC 180-51-210](#)) to earn a diploma? The core subject area requirements are shown below.

4 credits of English

3 credits of math (including the courses specified in [WAC 180-51-210](#))

3 credits of social studies (including the courses specified in [WAC 180-51-210](#))

3 credits of science (including at least 2 credits of lab science)

0.5 credits of health

1.5 credits of physical education

1 credit of arts

1 credit of Career and Technical Education (or a course that meets program standards for an exploratory Career and Technical Education course)

Yes

14. Does the school district offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives ([WAC 180-51-210](#))? Including at minimum:

2 credits of world languages (which may include American Sign Language)

1 arts credit (in addition to 1 core credit in arts)

Yes

15. For the Class of 2025, does the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC? (Note: Individual students may be granted certain waivers of graduation requirements, such as a waiver of up to two flexible credits for individual circumstances).

Yes

16. All public high schools are required to provide a program, directly or in cooperation with local community colleges, school districts, 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 2024-25 school year, will each public high school in your district provide a program that helps students meet the minimum college entrance requirements 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 have plans to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation. ([RCW 28A. 230. 130](#))

In the 2024-25 school year, will each public high school in your district provide a program for students who have plans to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation?

Yes

18. Local high school graduation requirement: Does the school district require community service?

No

19. Local high school graduation requirement: Does the school district require a culminating project?

No

20. Local high school graduation requirement: Does the school district have a local graduation requirement for financial education?

No

21. Local high school graduation requirement: Does the school district require students to complete the FAFSA or WASFA?

Yes

22. Local high school graduation requirement: Please, briefly describe any other local graduation requirements.

n/a

## 6. High School and Beyond Planning and Delivery

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The High School and Beyond Plan (HSBP) is a graduation requirement for every student. It's both a process and a document for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals. A High School and Beyond Plan is one of the three components, along with Credit and Subject Area Requirements, and Graduation Pathway Options, that Washington students must complete to achieve a high school diploma.

[WAC 180-51-220](#) requires that the High School and Beyond Plan be initiated no later than the 8th grade. If your school district or LEA serves 8th grade students, you must be providing those students with the opportunity to initiate their HSBP. Learn more about the HSBP from the [SBE website](#).

23. Does the district offer an electronic or online High School and Beyond Plan (HSBP) platform? [WAC 180-51-220](#)

Yes

24. To which electronic or online HSBP platform is your district providing students access? [WAC 180-51-220](#)

Other - Write In (Required): My School Data

25. What grade does the district start each student's High School and Beyond Plan?

Grade 8

26. Do students develop and complete their High School and Beyond Plan as part of a credit-bearing course?

Yes

27. How does the district offer the High School and Beyond Plan (HSBP)?

It is offered through Advisory, Homeroom or a series of HSBP activities completed annually

**RCW 28A. 230.215 requires school districts and LEAs to transition to a statewide universal online HSBP platform. OSPI is in the process of developing this platform across Washington State. The platform launch will require a two-year onboarding process for all school districts and LEAs.**

28.

**During which school year would your district prefer to begin using the new state-provided universal HSBP platform?**

2025-26

29. Which of the following implementation strategies would be your preferred option for onboarding all middle and high school students in your district?

All middle and high school students at the same time during the same school year (could start in any year)

**7. Access to and Provision of Graduation Pathways**

30. Has your school district developed and implemented a district-wide formal plan, policy, or communication protocol for the 2024-25 school year to inform students of the graduation pathway options?

Yes

31. In communicating with students about their graduation pathway options, please mark the check boxes of the strategies that will be most commonly used in the 2024-25 school year? Please answer "Yes" or "No" to each prompt.

	Yes	No
Graduation pathway information will be shared primarily with students who do not meet the graduation standard on the state assessment.		X
Graduation pathway information will be discussed with all students during their annual High School and Beyond Planning process.	X	
Graduation pathway information will be discussed with some students during their High School and Beyond Planning process.		X
Students will have information about pathways shared with them at least once during high school in a formalized manner to be developed by the high school counselors or administration.		X
Graduation pathway information will be shared with all incoming high school students.	X	
We will encourage all students to take the ASVAB.	X	
We will encourage all students to take the ACT or SAT.	X	
In addition to the above or instead of the above, we address graduation pathways in other ways		X

**32. Which of the following graduation pathway options were available to students in your district for the Class of 2025? Please answer "Yes" or "No" to each prompt.**

	Yes	No
Advanced Placement (AP) course(s) that qualify as graduation pathway options	X	
International Baccalaureate (IB) course(s) that qualify as graduation pathway options		X
Cambridge Advanced Course(s) that qualify as graduation pathway options		X
Dual Credit: Running Start courses in ELA or Math	X	
Dual Credit: College in the High School course(s) that qualify as a graduation pathway option	X	
Dual Credit: Career and Technical Education course(s) in ELA or Math that qualify as graduation pathway options	X	
Sequence of Career and Technical Education Courses that qualify as graduation pathway options	X	
State Assessments in ELA and Math	X	
SAT		X
ACT	X	
Bridge to College/Transition course in Math	X	
Bridge to College/Transition course in ELA	X	
Performance-based in Math and/or ELA graduation pathway option		X
Armed Services Vocational Aptitude Battery (ASVAB)	X	

**33. How are Advanced Placement (AP) costs paid, by the district or by families?**

The district covers the costs for some students

**34. How are Running Start costs paid, by the district or by families?**

The district covers the costs for all students

**35. How are College in the High School costs paid, by the district or by families?**

The district covers the costs for all students

**36. How are Career and Technical Education Dual Credit course fees paid, by the district or by families?**

The district covers the costs for all students

**37. How many CTE course sequence graduation pathway options are available in your district?**

7

**38. How are ACT costs paid, by the district or by families?**

The district covers the costs for some students

**39. Does the district offer the ACT during the school day?**

Yes

**40. Does the district offer the ASVAB during the school day?**

Yes

**The Educational Research and Data Center (ERDC) publishes information and maintains a data dashboard on student completion of dual credit courses. We are seeking information as to the degree to which barriers exist that limit student access to and completion of access dual credit courses. We appreciate you taking the time to provide this information to the Board and for the ERDC.**

**For these prompts we are asking you to quantify the barriers using the following guidance:**

**A lower rating indicates a minimal or insignificant barrier**

**A middle rating indicates a moderate and significant barrier**

**A higher rating indicates a large and substantial barrier**

**In the next two prompts we ask you about student access to dual credit opportunities.**

**The first prompts ask about the degree to which various barriers exist for the school district in providing dual credit opportunities to students.**

**The second of the prompts asks you to speculate on the degree to which barriers exist for students in accessing dual credit opportunities.**

**41. How significant is each barrier to providing dual credit 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 compensation	X			
Insufficient training of instructors or administrators		X		
Master scheduling challenges	X			
Capacity to collaborate with higher education partners	X			
Low enrollment (overall headcount and/or student preparedness)		X		

**42. How significant is each barrier to dual credit 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			

**43. Please, provide additional information regarding any barriers to the provision of dual credit opportunities or student access to dual credit opportunities.**

Inconsistent expectations of some universities for teachers to qualify to teach courses as been challenging at times.

**8. Educational Offerings Required by the State (All School Districts)**

**44. Has the school district adopted a Tribal History and Culture curriculum (i.e. John McCoy (Iulilaš) Since Time Immemorial Curriculum) ([RCW 28A.320.170](#))? State law requires this to be done when the school district updates the social studies curriculum.**

No, the requirement has not been implemented

**45. In the prior question, you indicated that you have not yet adopted a Tribal History and Culture curriculum. If this is an error, please go back and correct this answer. If the response is correct, please explain how and when the district intends to implement this requirement.**

The district intends to implement within the next year.

**46. Has the school district 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 ([RCW 28A.320.170](#))? State law requires this to be done when the school district updates the social studies curriculum.**

No, the requirement has not been implemented.

**47. Does 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

**48. Social-emotional learning standards and benchmarks were adopted on January 1, 2020. ([RCW 28A.300.478](#)). Has the school district implemented social-emotional learning-specific standards and benchmarks?**

Yes, we implemented and regularly measure social emotional learning in our schools.

**49. Briefly explain how you are measuring social emotional learning at your schools.**

We universally screen, with BESS, three times each year.

50. Under the comprehensive sexual health education requirement, the school district must provide social emotional learning (SEL) to all students in grades K–3 at least once in the 2024–25 school year. ([RCW 28A.300.475](#)) Will the district provide SEL to all students in grades K-3 at least once?

Yes

51. Will the school district provide comprehensive sexual health education to all students at least once in grades 4–5 in the 2024–25 school year? ([RCW 28A.300.475](#))

Yes

52. Will the school district provide comprehensive sexual health education to all students at least twice in grades 6–8 in the 2024-25 school year? ([RCW 28A.300.475](#))

Yes

54. Will the school district provide comprehensive sexual health education to all students at least twice in grades 9–12 in the 2024-25 school year? This is required in [RCW 28A.300.475](#).

Yes

55. Each school district board of directors shall adopt an AIDS prevention education program. [RCW 28A.230.070](#)). Does the school district have an AIDS prevention education program?

Yes

56. Every student must have access to arts instruction, as part of basic education under [RCW 28A.150.210](#). Arts instruction must be accessible to all students, in a manner that is commensurate with instruction on other core subject areas.

Does each student in grades K-12 have access to arts education, as part of basic education under [RCW 28A.150.210](#) in a manner that is commensurate with instruction in other core subject areas consistent with [RCW 28A.230.305](#) ?

Yes

[RCW 28. 230.305](#) specifies that, beginning with the 2023-24 school year, school districts with more than 200 enrolled students shall offer regular instruction in at least one visual art or at least one performing art, throughout the school year. Each student must receive instruction in at least one arts discipline throughout their elementary and middle education experience. For grades 9 through 12, all students must be given the opportunity to take arts coursework each academic year.

57. In the 2024-25 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

58. In the 2024-25 school year and for grades 9 through 12, are all students given the opportunity to take arts coursework as specified in [RCW 28A. 230. 305](#) each academic year?

Yes

## 9. State-Mandated Educational Offerings (School Districts with High School Grades)

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59. Does the school district provide the opportunity to all students in grades nine through twelve to access financial education under [RCW 28A.300.468](#)?

Yes, we offer financial education to all students.

**60. For most of the high schools in your district, how does the school district provide financial education opportunities to all students in grades nine through twelve under [RCW 28A.300.468](#)? Select the response that best applies to your school district.**

We offer financial education embedded in a for-credit course.

**61. In what subject matter is financial education embedded in a for-credit course?**

CTE Courses

**62. Does the school district provide an opportunity to access an elective computer science course that is available to all high school students under [RCW 28A.230.300](#)?**

Yes, we offer the opportunity but not every year.

**63. Is one or more elective computer science courses offered at all high schools?**

Yes, all high schools but not every year

**64. Does your school district provide a mandatory one-half credit stand-alone course in civics for each high school student? 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, offering students the opportunity to earn both high school and postsecondary credit. ([RCW 28A.230.094](#))**

Yes

**65. The study of Constitution of the United States and of the State of Washington is a prerequisite to graduation ([RCW 28A.230.170](#) and [WAC 392-410-120](#)). Does the school district provide the opportunity to study the U.S. and Washington constitutions to all students?**

Yes

**66. Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students. Beginning with the 2013-14 school year, instruction in CPR must be included in at least one health class necessary for graduation. ([RCW 28A.230.179](#)) Will the school district offer instruction in CPR in at least one health class required for graduation in the 2024-2025 school year?**

Yes

**67. 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](#)) Does the school district have an academic acceleration policy for high school students?**

Yes

## 10. State-Mandated Educational Activities

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**68. Beginning with the 2020-21 school year, all school districts with a high school must provide a financial aid advising day and 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.300.815](#), [RCW 28A.230.310](#)) Will the school district provide a financial aid advising day in the 2024-2025 school year for twelfth grade students, parents, and guardians?**

Yes

**69. 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 2024-2025 school year?**

Yes



70. During the school week preceding November 11 of each year, every school will 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 2024-2025 school year?

Yes

71. 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 2024-2025 school year?

Yes

## 11. State-Recommended Educational Offerings and Activities

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In addition to the state high school graduation requirements, state law requires or encourages additional educational offerings and activities, which help address the Goals of Basic Education. The following questions will help confirm compliance with state law and may help remind districts of requirements or recommended considerations in law. Your responses to questions about requirements and educational offerings or activities which are encouraged, but not required, will help inform the state about the level of district implementation of these elements.

72. 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](#)). Does the school district provide Holocaust history instruction?

Yes

73. 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](#)). Does the school district commemorate the history of civil rights at least once a year?

Yes

74. Public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources. ([RCW 28A.300.112](#)) Has the school district incorporated ethnic studies materials and resources in grades K-6?

Yes

75. Public schools in grades 7 to 12 are encouraged to offer a course in ethnic studies. ([RCW 28A.300.112](#)) Does the school district offer at least one course in ethnic studies in grades 7 to 12?

No, the recommendation has not been implemented

**76. You are seeing this prompt because you responded that the school district does not offer a course in ethnic studies in grades 7-12, which is encouraged. If you offer this course, please go back and change your response. If you do not deliver the encouraged course, please select the best response to continue.**

We will consider implementing the recommended offering.

77. School districts are encouraged 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](#)). Does the school district award the seal of biliteracy to qualifying graduating high school students?

Yes

78. [RCW 28A.210.430](#) specifies that beginning with the 2023-24 school year, instruction in awareness of bone marrow donation may be included in at least one health class necessary for graduation. Each school district, charter school, and state-tribal education compact school that serves students in grades nine through twelve is encouraged to offer instruction in awareness of bone marrow donation.

In the 2024-25 school year, will the school district consider providing instruction in awareness of bone marrow donation to students in grades nine through 12?

Yes, we will consider implementing the offering in the 2024-25 school year.

## 12. Mastery-Based Crediting (MBC) and Mastery-Based Learning (MBL)

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79. Does your school district have a written policy to award mastery/competency-based credit [WAC 180-51-051](#)?

Yes, the school district has a permanent policy.

80. Does your district policy apply to:

All subject areas

81. Does your school district have a school that offers a fully mastery/competency-based learning program? A mastery/competency-based learning program includes the following [WAC 180-51-051\(1\)\(b\)](#):

**Student agency.** Students help direct their own learning. MBL values the knowledge, skills, and interests of every student.

**Relevance.** Students are empowered to make interdisciplinary connections and use their learning in many ways. Learning is relevant and engaging for students and can be applied outside of the classroom.

**Differentiation.** Students receive help based on their individual interests and needs. Students move forward at their own pace.

**Inclusion.** Students experience compassion and belonging. MBL honors the unique contributions of every student and the knowledge they bring from their diverse cultures and communities.

**Innovative assessment tools.** Students demonstrate mastery of skills or concepts through tests, portfolios, projects, or other demonstrations. Students and educators are encouraged to try new tools. Assessments are aligned to standards and allow students to show what they know as well as provide valuable feedback on the areas in which students need to deepen their learning.

No

82. Does the school district offer credit for Work-Integrated Learning (e.g. internships or other work experience)?

Yes

83. Will your school district incorporate procedures to award credit by subject area for students currently or formerly in institutionalized educational settings who pass all or part of the General Educational Development (GED) assessment in the 2024-2025 school year? [RCW 28A.320.192](#).

Yes, the school district will incorporate procedures.

## 13. 2023-2024 Graduation Requirement Emergency Waiver Administration

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84. Our records show that your school district received authority to grant emergency waivers for certain graduation requirements for students graduating in the 2023-24 school year. Is this correct?

Yes

85. Did the school district grant any students an emergency waiver from high school graduation requirements in 2023-24?

Yes

86. Did the school district administer the emergency waiver of graduation requirements in accordance with program rules established in [Chapter 180-111 WAC](#)?

Yes

87. Please describe the actions the school district took to ensure equity in administration of the graduation requirement emergency waiver program.

All waivers were reviewed by assistant superintendent.

88. The following question seeks information on your school district's good faith efforts to support each student who was considered for the waiver in meeting the credit and pathway requirements. To what degree did the school district provide individual student advising on the following topics to students being considered for the emergency waiver?

	Not Provided	Provided for Some	Provided for Most	Provided for All
What supports the individual student needs to be successful				X
How the individual student might meet the graduation requirements, including the feasibility of summer or a partial or full additional year of high school enrollment				X
Whether the emergency waiver is appropriate for the individual student				X

#### 14. Important Information About Your School District or LEA

You have answered almost all the prompts of the annual Minimum Basic Education Requirement Compliance and District Survey and have approached the final section. The State Board of Education has been working with the University of Washington to learn about assessing school climate. We are considering the next steps in a possible administration of a statewide [School Climate Survey](#) to better understand how your school district is approaching aspects of engagement, environment, and safety to improve its work.

In Washington, the Continuity of Operations Plan is required under [WAC 180-16-212](#) of all school districts and LEAs to transition to modalities other than in-person in the event of an emergency.

The [Healthy Youth Survey](#) is a collaborative project among OSPI and other Washington State agencies that is administered to Washington students in grades 6 to 12, every other year. The survey is free and anonymous, and it asks students about different health and safety topics.

89. Has the school district adopted a Continuity of Operations Plan to transition to modalities other than in-person in the event of an emergency? ([WAC 180-16-212](#))

Yes

90. Will your school district administer the Healthy Youth Survey to students at the next statewide administration?

Yes

91. Will your school district administer a school climate survey (other than the Healthy Youth Survey) in the 2024-25 school year?

Yes

**92. 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	
Other survey recipients	X	

**93. Which grade levels participate in the school climate survey? (Mark all that apply)**

- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

**94. Who else do you include in your school climate survey?**

school board members

**95. Who supports the survey creation, collection, and analysis of your school climate survey data?**

Center for Educational Effectiveness (CEE)

## 15. Certification by Respondent

**96. Certification**

	Yes	No
Do you certify that the school district Superintendent or designee has or will review and provide a copy of this Basic Education Compliance document to the local School Board of Directors?	X	
Do you certify that the school district has maintained records supporting this certification for auditing purposes?	X	

**97. Name of Person Responsible for this Submission**

Rob Haugen

**98. Title of Person Responsible for this Submission**

Assistant Superintendent

**99. Email of Person Responsible for this Submission**

rhaugen@mlsd.org

**100. Telephone Number of Person Responsible for this Submission (Please enter the 10 digit number with no spaces or dashes (e.g., 3601239876))**

5095653124

**101. Date of Submission (select today from the calendar or enter the date as mm/dd/yyyy)**

08/20/2024

**102. Optional: Is there anything else you would like to share?**



# Coversheet

## Approve the Sole Source Document for Nutrition Services

**Section:** IV. Individual Actions Items  
**Item:** F. Approve the Sole Source Document for Nutrition Services  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Sole Source.pdf

# Medical Lake School District

116 W Third Street, PO Box 128  
Medical Lake, WA 99022



Phone: (509) 565-3100  
FAX (509) 565-3102 www.mlisd.org

## Sole Source Justification Form

Requisition Item:     *Pizza Factory Pizza*    

Requisition Number: \_\_\_\_\_ or  Blanket Contract Request

Prior Purchase Order Number (if item has been approved previously): \_\_\_\_\_

1. Please describe the item and its function:

*Pizzas made for school, to comply with the Healthy Hunger Free Kids Act*

2. Statement of Need:

3. This is a sole source\* because:

- sole provider of a licensed or patented good or service
- sole provider of items that are compatible with existing equipment, inventory, systems, programs or services
- sole provider of goods and services for which the School District has established a standard\*\*
- sole provider of factory-authorized warranty service
- sole provider of goods or services that will meet the specialized needs of the School District to perform the intended function (please detail below or in an attachment)
- the vendor/distributor is a holder of a used item that would represent good value and is advantageous to the School District (please attach information on market price survey, availability, etc.)

4. What necessary features does this vendor provide which are not available from other vendors? Please be specific.

*Delivered freshly made, only a few blocks from schools. The businesses listed on page 2 are not willing to modify their pizza crusts to meet the required nutritional standards.*

5. What steps were taken to verify that these features are not available elsewhere?

other brands/manufacturers were examined (please list phone numbers and names, and explain why these were not suitable):

other vendors were contacted (please list phone numbers and names, and explain why these were not suitable):

other (please explain):

*Pizza Hut ~ Airway Heights (509) 244-9464*

*Dominos ~ Airway Heights (509) 244-2555*

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**Department:** \_\_\_\_\_ **Contact:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Cell Phone:** \_\_\_\_\_

**Requested Vendor:** \_\_\_\_\_ **Cost Estimate:** \_\_\_\_\_

**Vendor's Address:** \_\_\_\_\_

**Vendor Contact:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Conflict of Interest Disclaimer:**

My department's recommendation for sole source is based upon an objective review of the goods/service being required and appears to be in the best interest of the School District. I know of no conflict of interest on my part or personal involvement in any way this request. No gratuities, favor, or compromising action have taken place. Neither has my personal familiarity with particular brands, types of equipment, materials or firms been a deciding influence on my request to sole source this purchase when there are other known supplies to exist.

\_\_\_\_\_  
**Signature of Requestor**

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

\*Sole Source: Only one vendor possesses the unique capability to meet the requirement of the solicitation.

\*\* Note: Procurement of items for which the School District has established a standard by designating a brand or manufacturer or by pre-approving via a testing or piloting, shall be competitively bid if there is more than one vendor who can furnish the item.



## Coversheet

### Approve the Bus Driver Attendance Incentive Program and the New Bus Driver Incentive Program

**Section:** IV. Individual Actions Items  
**Item:** G. Approve the Bus Driver Attendance Incentive Program and the New Bus Driver Incentive Program  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Bus Incentives.pdf

# Medical Lake School District Bus Driver Attendance Incentive Program for the 2024-2025 school year



**Current PSE-represented staff who are benefits eligible with Medical Lake School District can earn \$2,000 dollars, Here is how:**

**Attendance Stipend (\$2,000)** - Obtain a 98% attendance percentage.  
(currently authorized and driving buses for Medical Lake School District will be eligible starting August 28<sup>th</sup> 2024, through last day of the school year. Jury Duty, Bereavement Leave, FMLA, District related leave, and Union related leave are excluded from the calculation.)

**All Incentives earned will be paid in July 2025!**

**Thank You for all you do!**

# Medical Lake School District

## New Bus Driver Incentive Program for the 2024-2025 school year



**New hire bus drivers who are OSPI authorized and S & P endorsed can earn \$2,000 dollars: Here is how:**

- Any new drivers who sign on for a contracted School bus route for full 2024-2025 School year will earn a \$2,000 sign on bonus.
- Bonus will expire after current open routes are filled

**Thank You for all you do!**

# Coversheet

## Summer Maintenance Projects Report ~ Chad Moss

**Section:** VI. Reports and Discussions  
**Item:** D. Summer Maintenance Projects Report ~ Chad Moss  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2024 Maintenance Summer Work List.pdf

## 2024 Maintenance Summer Work List

### **Hallett Elementary:**

- Replaced and fixed multiple light fixtures
- Fixed multiple water leaks
- Added new Steamer in the Kitchen
- Upgraded the electrical system in Kitchen
- Relocated the ovens in the Kitchen
- Repaired the irrigation system
- Engineered playground chips

### **Michael Anderson Elementary:**

- Added two new water bottle fillers
- Replaced a sink in a bathroom
- Roof was repaired to help stop leaks
- Repaired the irrigation system
- Parking lot potholes were repaired
- Repaired some carpet issues
- Engineered playground chips

### **Middle School:**

- Repainted office area and hallways
- Repaired the irrigation system
- Replaced ceiling tiles
- Replaced light ballasts
- Replaced some exit signs
- Added a storage shed

### **High School:**

- Awaiting quote on new concrete for ADA grant
- HVAC controls will be starting to be installed soon
- Replaced irrigation system for sporting fields
- Replaced Fire magnetic door locks
- Repainted multiple classrooms and hallways

### **Maintenance/Nutrition Services:**

- Awaiting installation of a new walk in freezer for all buildings

# Coversheet

## Summer Meal Program Report ~ Chad Moss

**Section:** VI. Reports and Discussions  
**Item:** E. Summer Meal Program Report ~ Chad Moss  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2024 Nutrition Services Meal Update.pdf

# Summer Food Service Program Update

## Summer 2024

**Monday - Thursday**

**July 8th - August 15th**

**Free for all kids 1-18 and younger**

**Hallett Elementary School**

**Michael Anderson Elementary School**

**Wellness Center**

**Breakfast ~ 8:30**

**Lunch ~ 11:00**

## Meals Served

Meals Served Summer 2022: 584 Lunches 298 Breakfasts

Meals Served Summer 2023: 850 Lunches 230 Breakfasts

Meals Served Summer 2024: 910 Lunches 496 Breakfasts