



# Medical Lake School District

Medical Lake School District #326, WA

## Regular Board Meeting

School Board Appreciation Month

---

### Date and Time

Tuesday January 28, 2025 at 6:00 PM PST

### Location

Administration Office

---

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Pledge of Allegiance			1 m
D. Approve Agenda	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>			
F. School Board Appreciation			10 m

	Purpose	Presenter	Time
--	---------	-----------	------

We will take a brief 10 minute break to celebrate our Medical Lake School District Board of Directors.

<b>II.</b>	<b>Consent Agenda</b>		<b>6:18 PM</b>
------------	-----------------------	--	----------------

<b>A.</b>	Minutes from Regular Board Meeting 12/17/2024	Approve Minutes	1 m
-----------	---	-----------------	-----

<b>B.</b>	Approve the Consent Agenda	Vote	
-----------	----------------------------	------	--

- Personnel (Certificated and Classified)
  - Resignations
  - Leaves
  - Staff Contracts
- Staff Travel
- Board Member Compensation
- Fiscal Vouchers
  - General Fund (Payroll and Accounts Payable)
  - A.S.B. Fund
  - Capital Projects
- Financial Report
- Enrollment

<b>III.</b>	<b>Public Comments on Individual Action Items</b>
-------------	---

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.</b>	<b>Individual Actions Items</b>		<b>6:19 PM</b>
------------	---------------------------------	--	----------------

<b>A.</b>	Board Policy 3205 ~ Sex Discrimination and Sex-Based Harassment of Students Prohibited; Second Reading	Vote	1 m
-----------	--	------	-----

Given the current Federal ruling declaring the 2024 revisions to Title IX as unconstitutional, we are recommending tabling the revisions of Policies 3205, 3206, 5011, and 5012.

	Purpose	Presenter	Time
<p><b>B.</b> Board Policy 3206 ~ Pregnant and Parenting Students; Second Reading</p> <p>Given the current Federal ruling declaring the 2024 revisions to Title IX as unconstitutional, we are recommending tabling the revisions of Policies 3205, 3206, 5011, and 5012.</p>	Vote		1 m
<p><b>C.</b> Board Policy 4280 ~ Research Activity; First Reading</p> <p>While the Medical Lake School District recognizes the value of supporting research of outside educational entities, (i.e. ~ student teachers not placed with us) it does not guarantee the right to access Medical Lake School District's students, staff, or data for research purposes. This policy states that if research activity access is granted, the researcher must have submitted a research proposal and can only access schools, students, staff, and data relevant to the research as approved by the district. In addition, the search will not disrupt the daily structure of the school day.</p>	Vote		1 m
<p><b>D.</b> Board Policy 5011 ~ Sex Discrimination and Sex-Based Harassment of District Staff Prohibited; Second Reading</p> <p>Given the current Federal ruling declaring the 2024 revisions to Title IX as unconstitutional, we are recommending tabling the revisions of Policies 3205, 3206, 5011, and 5012.</p>	Vote		1 m
<p><b>E.</b> Board Policy 5012 ~ Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff; Second Reading</p> <p>Given the current Federal ruling declaring the 2024 revisions to Title IX as unconstitutional, we are recommending tabling the revisions of Policies 3205, 3206, 5011, and 5012.</p>	Vote		1 m
<p><b>F.</b> Approve the CTE/Perkins Grant</p> <p>This is an annual grant approval. With the submission of the grant paperwork, the submitter is required to prove it was presented before the Board by the recorded minutes.</p>	Vote	Justin Blayne	1 m
<p><b>G.</b> Who Will Hand Out Diplomas?</p> <p>Graduation is Saturday, June 7 at Eastern Washington University. Wendy and Ron handed them out last year.</p>	Discuss		3 m

	Purpose	Presenter	Time
<p><b>H.</b> Approve to Zero Out Unpaid Lunch Balances</p> <p>As of January 31, 2025, all unpaid lunch balances for inactive students and inactive staff and all current students will be cleared.</p> <p>Our finance department anticipates a balance less than or equal to \$60,000.00 will be paid off on January 31, 2025.</p> <p>If approved, notification will be sent out to current families via Parent Square.</p>	Vote	Stefan Swenson	1 m
<p><b>I.</b> Approval to Surplus an Outdated Braille Embosser from the High School</p> <p>This machine is old and no longer works.</p> <p>Index DV 3 Braille Embosser Basic D-V Serial #34275/2005-11-01 Age ~ 19 years</p>	Vote		1 m
<b>V. Student Representatives Report</b>			<b>6:30 PM</b>
<p><b>A.</b> Ashley ~ Hallett Elementary Visit; Trinity ~ Michael Anderson Visit Chuks ~ Middle School Visit; Gabby ~ High School Visit</p>	Discuss		5 m
<b>VI. Reports and Discussions</b>			<b>6:35 PM</b>
<p><b>A.</b> Human Resources Report</p> <p>Christy Nauta will give a brief overview of staffing for the Medical Lake School District</p>	Discuss	Christy Nauta	5 m
<p><b>B.</b> Winter Sports Report</p> <p>Medical Lake High School Athletic Director, Dawn Eliassen will give an overview of winter sports for the High School.</p>	Discuss	Dawn Eliassen	5 m
<p><b>C.</b> Student Services Update</p> <p>Director of Integrated Student and Community Services, Tawni Barlow will highlight the Student and Community Services program.</p>	Discuss	Tawni Barlow	5 m
<p><b>D.</b> Technology Services Report</p> <p>Technology Director, Trevor Meade will give an update on technology services for the District.</p>	Discuss	Trevor Meade	5 m
<p><b>E.</b> ELL Report</p>	Discuss	Lyra McGirk	5 m

	Purpose	Presenter	Time
English Language Learner Coordinator, Lyra McGirk will give an update on our multi lingual students within the District.			

<b>F. Wrestling Room Update</b>	Discuss	Chad Moss	5 m
Assistant Superintendent of Finance and Operations, Chad Moss will give an update on the status of the High School wrestling room.			

**VII. Board Reports and Discussion 7:05 PM**

<b>A. WASA/WSSDA Legislative Conference Report</b>	Discuss	Wendy Williams-Gilbert	5 m
Dr. Kimberly Headrick and Dr. Wendy Williams-Gilbert attended the WASA/WSSDA Legislative Conference in Seattle January 11 & 12. Dr. Williams-Gilbert will provide an overview of the conference.			

**VIII. Superintendent's Report 7:10 PM**

<b>A. Early Learning Center Update</b>	Discuss	Kimberly Headrick	5 m
Dr. Kimberly Headrick will share updates on the possible Medical Lake School District Early Learning Center.			

<b>B. Walk &amp; Talks, Meet &amp; Greets</b>	Discuss		5 m
I'd love to have everyone attend my standing weekly Walk & Talks for each school building and our monthly coffee shop Meet & Greets. Our student reps are scheduled for Walk & Talks randomly as 1 per building per month as well. Please let Sarra know what date/dates you are attending so times can be modified as needed.			

**Walk & Talks**

- Michael Anderson Walks are Mondays at 10:00 am
- Hallett Walks are Mondays at 1:00 pm
- Middle School Walks are Thursdays at 9:00 am
- High School Walks are Thursdays at 10:00 am

---

**Meet & Greets are scheduled monthly on a Tuesday.**

	Purpose	Presenter	Time
	<ul style="list-style-type: none"> <li>• 8:45 - 9:45 am at Roam Coffee Roasters for those who live in the City of Medical Lake.</li> <li>• Tuesday, March 18; Tuesday, April 15; Tuesday May, 20; and Tuesday, June 17</li> </ul>		
	<ul style="list-style-type: none"> <li>• 9:30 - 10:30 am at Thomas Hammer Coffee Roasters for families who live on base</li> <li>• Tuesday, March 11; Tuesday, April 22; Tuesday, May 13; and Tuesday, June 10</li> </ul>		
<b>C.</b>	MISA Conference in June	Discuss	2 m
	<p>MISA (Military Impacted Schools Association) Conference is June 22-25. We have rooms held, checking in June 21 and out June 26. Please let Sarra know if you are planning to attend so we can add your name to the reservation or cancel rooms not being used.</p>		

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

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.

**X. Executive Session ~ None at this time**

**XI. Closing Items**

<b>A.</b>	Adjourn Meeting	FYI	
-----------	-----------------	-----	--

# Coversheet

## Minutes from Regular Board Meeting 12/17/2024

**Section:** II. Consent Agenda  
**Item:** A. Minutes from Regular Board Meeting 12/17/2024  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on December 17, 2024

APPROVED



Medical Lake  
School District

## Medical Lake School District #326, WA

### Minutes

#### Regular Board Meeting

---

##### Date and Time

Tuesday December 17, 2024 at 5:00 PM

##### Location

Administration Office

---

##### Directors Present

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

##### Directors Absent

None

---

#### 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 Dec 17, 2024 at 5:00 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**

**II. Consent Agenda**

**A. Minutes from Regular Board Meeting 11-26-2024 and Special Meeting 12-3-2024**

Laura Parsons made a motion to approve the minutes from Regular Board Meeting on 11-26-24.

Alexis Alexander seconded the motion.

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

Laura Parsons made a motion to approve the minutes from Special Board Meeting on 12-03-24.

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.

**Resignations** - *Mike Phillips ~ CTE Shop Teacher, High School (retirement effective end for the 24/25 school year); Lori Wilbanks ~ Counselor, High School (effective end of the 24/25 school year);*

**Leaves** - *None at this time*

**Staff Contracts:**

**Administrative Staff** - *None at this time*

**Certificated Staff** - *None at this time*

**Certificated Substitutes** - *None at this time*

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

**Classified Staff** - *None at this time*

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

**Extra Curricular Activities** - *None at this time*

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

**Teachers Teaching Out of Content Areas:** *None at this time*

**Staff Travel:** *Ron Cooper and Gerri Johnson to NSBA in Atlanta, GA (April 4-6, 2025);*

**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 November 29, 2024, warrants 136302 - 136308 in the amount of \$9,026.88;*

*General Fund (Payroll/Accounts Payable) for November 29, 2024, warrants 136309 - 136325 in the amount of \$710,730.29;*

*General Fund (Accounts Payable) for November 27, 2024, warrants 136326 - 136371 in the amount of \$58,648.56;*

*ASB Fund (Accounts Payable) for November 27, 2024, warrants 136372 - 136376 in the amount of \$4,871.37;*

*General Fund (Payroll) for December 9, 2024, warrants 136377 - 136382 in the amount of \$2,117.08;*

*General Fund (Accounts Payable) for December 16, 2024, warrants 136383 - 136456 in the amount of \$417,848.96;*

*ASB Fund (Accounts Payable) for December 16, 2024, warrants 136457 - 136468 in the amount of \$25,985.87;*

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

### III. Individual Actions Items

#### A. Board Policy 3205 ~ Sex Discrimination and Sex-Based Harassment of Students Prohibited; First Reading

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.

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

#### B. Board Policy 3206 ~ Pregnant and Parenting Students; First Reading

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.

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

#### C. Board Policy 5011 ~ Sex Discrimination and Sex-Based Harassment of District Staff Prohibited; First Reading

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.

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

#### D.

### **Board Policy 5012 ~ Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff; First Reading**

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

### **E. Board Policy ~ 6220 ~ Bid or Proposal Requirements; Second Reading**

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

### **F. Approve the Technology Theft Sensitive List**

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

### **G. Reorganization of the School Board**

Motion by Laura Parsons, seconded by Ron Cooper for Wendy Williams-Gilbert to continue as Board Chair. Unanimously Approved.  
Motion by Wendy Williams-Gilbert, seconded by Alexis Alexander for Laura Parsons to continue as Board Vice-Chair. Unanimously Approved.  
Motion by Wendy Williams-Gilbert, seconded by Alexis Alexander for Wendy Williams-Gilbert to continue as Legislative Representative. Unanimously Approved.  
Ron Cooper will continue to be the WIAA representative. Unanimously Approved.

## **IV. Student Representatives Report**

### **A. Gabby ~ Middle School Visit; Trinity ~ Hallett Visit; Chuks ~ Michael Anderson Visit; Ashley ~ High School Visit**

Topics for December were, what are highlights, biggest challenges, and what are you looking forward to the most for this school year.

Chuks went to Michael Anderson Elementary, students talked about academic subject, especially math, they really like math. They like the B Store, they earn B Bucks during the week and can spend them at the store as a reward. Extracurricular activities are both fun and challenging which makes them rewarding.

Trinity was at Hallett where students also talked about math being a highlight. They love having 10 minute "brain breaks" which gives them a chance to get up and move around. They are looking forward to Math is Cool and would like to have more afterschool clubs. Middle School, High School and getting to have lockers are exciting, but no one was looking forward to having homework.

Gabby visited with students at the Middle School, Leadership class is going well as are extracurricular activities like choir and sports. Concerts and assemblies have been great, they really enjoy them. ELA and PE are the subjects everyone seems to like. Students would really like to see more increased rewards for good behavior.

Ashley's visit to the High School was good. Students said the bathrooms were way better than they had been last year. They're happy that students with less than good behavior have consequences if they're caught. Some said having an anonymous way to report behaviors or vandalism would be good. They're loving winter sports, especially basketball, the atmosphere is amazing. Students are excited for the new year and all it holds.

## **V. 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 5:26 PM.

Respectfully Submitted,  
Wendy Williams-Gilbert

# Coversheet

## Approve the Consent Agenda

**Section:** II. Consent Agenda  
**Item:** B. Approve the Consent Agenda  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 1.28.2025 Consent Agenda.pdf  
Financials.pdf  
Enrollment.pdf

## 1.28.2025 ~ Consent Agenda

**Resignations** - Jason Gohl ~ Night Custodian, High School (effective 12/30/2024); Alita Crosby ~ Mental Health Coordinator, Student Services (effective 1/31/2025); Jerry Ornelas ~ Assistant Cross Country Coach, Middle School (effective 1/6/2025); Celeste Knights ~ Assistant Secretary, Michael Anderson Elementary (effective end of the 2024/2025); Julie Robison ~ Head Secretary, Middle School (retiring, effective end of the 2024/2025 school year); Brett Ward ~ 6th Grade Boys Head Basketball Coach, Middle School (effective 1/16/2025); Aaron Floyd ~ Inclusion Para Education, Michael Anderson Elementary (effective 2/7/2025); John Potter ~ Baseball and Football Coach, Middle School (effective 1/16/2025); Kaleb Vinson ~ Assistant Football Coach, Middle School (effective 12/12/2024);

**Leaves** - None at this time

**Staff Contracts:**

**Administrative Staff** - None at this time

**Certificated Staff** - None at this time

**Certificated Substitutes** - None at this time

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

**Classified Staff** - Dylan Van Denend ~ Licensed Nurse, District/High School (effective 1/6/2025); Joe Oliver ~ General Para, High School (remainder of the 2024/2025 school year, effective 1/6/2025); Scott McCaslin ~ Stand By Bus Driver, Transportation (effective 1/6/2025); Katelyn Stafford ~ General Para Educator, Michael Anderson Elementary (effective remainder of the 2024/2025 school year); Karin Parkison ~ Head Secretary, Middle School (210 days, 7.5 hours per day, beginning of the 2025/2026 school year);

**Classified Substitutes** - None at this time

**Extra Curricular Activities** - None at this time

**Other** - None at this time

**Teachers Teaching Out of Content Areas:** Acacia Carr (CTE October 10, 2024 - June 11, 2025); Alexis Kozyra (pending OSPI printing); Heather Reither (approved but pending printing through OSPI);

**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/Accounts Payable) for December 17, 2024, warrant 136469 in the amount of \$329.00 VOID/REISSUE;

General Fund (Payroll/Accounts Payable) for December 17, 2024, warrant 136470 in the amount of \$656.51 VOID/REISSUE;

General Fund (Payroll) for December 26, 2024, warrants 136471 - 136475 in the amount of \$4,718.95;

General Fund (Payroll/Accounts Payable) for December 26, 2024, warrants 136476 - 136492 in the amount of \$689,228.81;

General Fund (Accounts Payable) for December 31, 2024, warrants 136493 - 136520 in the amount of \$91,857.46;

ASB Fund (Accounts Payable) for December 31, 2024, warrants 136521 - 136525 in the amount of \$3,191.45;

General Fund (Payroll/Accounts Payable) for December 31, 2024, warrant 136526 in the amount of \$5,500.00 VOID/REISSUE;

General Fund (Accounts Payable) for January 15, 2025, warrants 136627 - 136602 in the amount of \$381,777.46;

Capital Fund (Accounts Payable) for January 15, 2025, warrants 136603 - 136603 in the amount of \$68,008.58;

ASB Fund (Accounts Payable) for January 15, 2025, warrants 136604 - 136614 in the amount of \$17,701.13;

General Fund (Payroll/Accounts Payable) for December 31, 2024, warrant 136615 in the amount of \$63.85;

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the Medical Lake School District School District for the Month of December, 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	1,805,624	7,267.43	675,193.33		1,130,430.67	37.39
2000 LOCAL SUPPORT NONTAX	314,581	17,807.38	146,674.45		167,906.55	46.63
3000 STATE, GENERAL PURPOSE	19,257,084	1,625,770.61	5,926,382.81		13,330,701.19	30.78
4000 STATE, SPECIAL PURPOSE	5,230,066	485,309.42	1,723,152.02		3,506,913.98	32.95
5000 FEDERAL, GENERAL PURPOSE	2,740,283	1,426,634.00	1,426,634.00		1,313,649.00	52.06
6000 FEDERAL, SPECIAL PURPOSE	2,087,362	86,716.79	375,440.04		1,711,921.96	17.99
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	65,000	.00	.00		65,000.00	0.00
9000 OTHER FINANCING SOURCES	0	724.96	2,768.78		2,768.78-	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>31,500,000</u>	<u>3,650,230.59</u>	<u>10,276,245.43</u>		<u>21,223,754.57</u>	<u>32.62</u>
<u>B. EXPENDITURES</u>						
00 Regular Instruction	17,316,228	1,315,221.37	5,366,238.09	433,105.41	11,516,884.50	33.49
10 Federal Stimulus	0	366.23-	.00	0.00	.00	0.00
20 Special Ed Instruction	4,096,558	395,371.20	1,592,980.59	320,735.70	2,182,841.71	46.72
30 Voc. Ed Instruction	1,174,564	85,586.70	381,884.14	728.11	791,951.75	32.57
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,196,862	87,856.35	367,640.74	3,467.38	825,753.88	31.01
70 Other Instructional Pgms	353,588	14,544.99	76,202.15	9,228.05	268,157.80	24.16
80 Community Services	333,161	31,693.83	127,407.06	0.00	205,753.94	38.24
90 Support Services	7,829,039	744,283.47	2,569,077.77	1,289,554.29	3,970,406.94	49.29
<u>Total EXPENDITURES</u>	<u>32,300,000</u>	<u>2,674,191.68</u>	<u>10,481,430.54</u>	<u>2,056,818.94</u>	<u>19,761,750.52</u>	<u>38.82</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 OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	800,000-	976,038.91	205,185.11-		594,814.89	74.35-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	4,000,000		4,268,002.53			
G. <u>GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	3,200,000		4,062,817.42			

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	51,196.00
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 Stabilizatn	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	3,100,000	4,011,621.42
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	3,200,000	4,062,817.42



20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	449,173	1,466.82	128,975.25		320,197.75	28.71
2000 Local Support Nontax	3,000	1,050.29	5,177.68		2,177.68-	172.59
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
<u>Total REVENUES/OTHER FIN. SOURCES</u>	452,173	2,517.11	134,152.93		318,020.07	29.67
<b>B. EXPENDITURES</b>						
10 Sites	447,173	.00	.00	0.00	447,173.00	0.00
20 Buildings	200,000	.00	263,134.08	100,368.58	163,502.66-	181.75
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
<u>Total EXPENDITURES</u>	647,173	.00	263,134.08	100,368.58	283,670.34	56.17
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	724.96	2,768.78			
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>	195,000-	1,792.15	131,749.93-		63,250.07	32.44-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	200,000		241,917.55			
G. <u>GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	5,000		110,167.62			

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 Restricted 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	647,173-	263,134.08-
G/L 866 Restricted Impact Fees	0	.00
G/L 867 Restricted 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	652,173	335,276.89
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	5,000	110,167.62

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

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

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	1,528,730	7,071.50	621,507.15		907,222.85	40.66
2000 Local Support Nontax	12,270	1,284.74	12,561.33		291.33-	102.37
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>1,541,000</u>	<u>8,356.24</u>	<u>634,068.48</u>		<u>906,931.52</u>	<u>41.15</u>
<b>B. EXPENDITURES</b>						
Matured Bond Expenditures	1,255,000	1,255,000.00	1,255,000.00	0.00	.00	100.00
Interest On Bonds	261,000	143,100.00	143,100.00	0.00	117,900.00	54.83
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>1,541,000</u>	<u>1,398,100.00</u>	<u>1,398,100.00</u>	<u>0.00</u>	<u>142,900.00</u>	<u>90.73</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 OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	0	1,389,743.76-	764,031.52-		764,031.52-	0.00
F. <u>TOTAL BEGINNING FUND BALANCE</u>	1,051,000		1,174,295.93			
G. <u>GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	1,051,000		410,264.41			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	1,051,000		410,264.41			
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			
<u>TOTAL</u>	<u>1,051,000</u>		<u>410,264.41</u>			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	191,250	3,224.78	60,709.86		130,540.14	31.74
2000 Athletics	152,710	14,313.00	74,902.09		77,807.91	49.05
3000 Classes	11,500	142.00	822.00		10,678.00	7.15
4000 Clubs	77,000	12,041.36	33,599.47		43,400.53	43.64
6000 Private Moneys	10,350	180.00	370.00		9,980.00	3.57
<u>Total REVENUES</u>	442,810	29,901.14	170,403.42		272,406.58	38.48
<b>B. EXPENDITURES</b>						
1000 General Student Body	230,700	11,144.62	26,635.94	9,790.60	194,273.46	15.79
2000 Athletics	146,930	9,178.95	56,175.05	13,517.15	77,237.80	47.43
3000 Classes	9,630	300.00	477.62	0.00	9,152.38	4.96
4000 Clubs	69,950	6,670.94	17,186.24	2,750.00	50,013.76	28.50
6000 Private Moneys	10,611	1,259.85	2,927.99	0.00	7,683.01	27.59
<u>Total EXPENDITURES</u>	467,821	28,554.36	103,402.84	26,057.75	338,360.41	27.67
<b>C. EXCESS OF REVENUES</b>						
<u>OVER (UNDER) EXPENDITURES</u>	<u>(A-B)</u>	25,011-	1,346.78	67,000.58	92,011.58	367.88-
<b>D. TOTAL BEGINNING FUND BALANCE</b>						
	225,000		255,079.04			
<b>E. GLS 896, 897, 898 ACCOUNTING</b>						
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
<b>F. TOTAL ENDING FUND BALANCE</b>						
<u>C+D + OR - E)</u>	199,989		322,079.62			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	199,989		322,079.62			
G/L 840 Nonsprd 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			
<u>TOTAL</u>	199,989		322,079.62			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the Medical Lake School District School District for the Month of December, 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	1,275.78	4,889.04		2,889.04-	244.45
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	242,000	.00	.00		242,000.00	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	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	<u>244,000</u>	<u>1,275.78</u>	<u>4,889.04</u>		<u>239,110.96</u>	<u>2.00</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>244,000</u>	<u>1,275.78</u>	<u>4,889.04</u>		<u>239,110.96</u>	<u>2.00</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	437,000	.00	.00	0.00	437,000.00	0.00
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>437,000</u>	<u>.00</u>	<u>.00</u>	<u>0.00</u>	<u>437,000.00</u>	<u>0.00</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>193,000-</u>	<u>1,275.78</u>	<u>4,889.04</u>		<u>197,889.04</u>	<u>102.53-</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>195,000</u>		<u>438,417.09</u>			
<u>I. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	<u>XXXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	<u>2,000</u>		<u>443,306.13</u>			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	2,000	443,306.13
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	2,000	443,306.13

2024-2025 Medical Lake School District Enrollment

Number of months to use in average

	SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		MARCH		APRIL		MAY		JUNE		AVERAGE	
	Count	FTE's	Count	FTE's	Count	FTE's	Count	FTE's	Count	FTE's	Count	FTE's	Count	FTE's	Count	FTE's	Count	FTE's	Count	FTE's	Count	FTE's
K	82	81.31	82	81.31	82	81.31	81	80.31	82	81.31											82	81.11
One	77	77.00	78	78.00	78	78.00	80	80.00	81	81.00											79	78.80
Two	85	85.00	84	84.00	83	83.00	85	85.00	85	85.00											84	84.40
Three	84	84.00	85	85.00	84	84.00	84	84.00	86	85.54											85	84.51
Four	70	70.00	69	69.00	69	69.00	70	70.00	70	70.00											70	69.60
Five	82	82.00	82	82.00	83	83.00	83	83.00	83	83.00											83	82.60
HALLETT	480	479.31	480	479.31	479	478.31	483	482.31	487	485.85											482	481.02
K	82	82.00	82	82.00	82	82.00	82	82.00	80	80.00											82	81.60
One	61	61.00	61	61.00	62	62.00	60	60.00	61	61.00											61	61.00
Two	58	58.00	60	60.00	60	60.00	57	57.00	55	55.00											58	58.00
Three	66	66.00	65	65.00	64	64.00	64	64.00	61	61.00											64	64.00
Four	52	52.00	50	50.00	53	53.00	51	51.00	50	50.00											51	51.20
Five	50	50.00	50	50.00	49	49.00	48	48.00	48	48.00											49	49.00
ANDERSON	369	369.00	368	368.00	370	370.00	362	362.00	355	355.00											365	364.80
Five																						
Six	131	131.00	132	132.00	134	134.00	133	133.00	133	133.00											133	132.60
Seven	127	127.00	128	128.00	130	130.00	128	128.00	129	129.00											128	128.40
Eight	118	118.00	120	120.00	120	120.00	119	119.00	121	121.00											120	119.60
MLMS	376	376.00	380	380.00	384	384.00	380	380.00	383	383.00											381	380.60
Seven																						
Eight																						
Nine	122	121.36	122	121.36	122	120.72	121	119.72	123	121.72											122	120.98
Ten	118	118.00	113	113.00	116	116.00	116	116.00	116	116.00											116	109.60
Eleven	131	106.23	130	106.21	131	107.38	132	108.38	131	107.72											131	102.31
Twelve	137	106.51	136	105.06	135	103.91	134	102.57	138	106.59											136	104.93
MLHS	508	452.10	501	445.63	504	448.01	503	446.67	508	452.03											505	448.89
TOTAL	1,733	1,676.41	1,729	1,672.94	1,737	1,680.32	1,728	1,670.98	1,733	1,675.88											1,732	1,675.31
Hallett	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00											1	1.00
Anderson	2	2.00	4	4.00	4	4.00	3	3.00	3	3.00											3	3.20
MLMS	10	8.99	14	12.66	18	16.66	20	18.66	21	19.48											17	15.29
Connect+	13	11.99	19	17.66	23	21.66	24	22.66	25	23.48											21	19.49
Nine			2	1.69	4	3.21	4	3.69	4	3.69											4	3.07
Ten					2	2.00	1	1.00	2	2.00											2	1.67
Eleven	3	1.91	5	3.27	5	3.27	8	6.27	8	6.27											6	4.20
Twelve	15	11.12	16	11.48	19	13.84	19	13.73	20	15.04											18	13.04
Connect+	18	13.03	23	16.44	30	22.32	32	24.69	34	27.00											27	20.70
RS			48		48		47		46													
RS Only			34		35		32		30													
RS Non-Voc				40.87		41.06		40.80		40.32												
RS Voc.				-																		
TK	20	20.00	22	22.00	22	22.00	21	21.00	21	21.00											21	21.20
K-21 SpEd	207		217		221		222		227												219	
3-5 SpEd	26		30		34		32		35												31	
SpEd TK	1		2		2		3		3												2	
Total SpEd	234		249		257		257		265												252	
E-672	1	1.00	1	1	1	1.00	1	1.00	1	1.00											1	1.00
Fed Pre	72		75		77		76		75												75	
SpEd Pre	27		32		36		34		38												33	
Total Pre	99		107		113		110		113												108	
ESL	17		24		27		25		26												24	
MS Voc.Ed.																						
HS Voc.Ed.		121.64		117.66		114.74		114.60		114.45												116.62
Open Doors	1		1		2		2		2												2	
O.D. Voc																						
O.D. Non V		1.00		1.00		2.00		2.00		2.00												1.60

## Coversheet

### Board Policy 3205 ~ Sex Discrimination and Sex-Based Harassment of Students Prohibited; Second Reading

**Section:** IV. Individual Actions Items  
**Item:** A. Board Policy 3205 ~ Sex Discrimination and Sex-Based Harassment of Students Prohibited; Second Reading  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ESSENTIAL 3205.pdf



**Medical Lake School District Board Policy**

3205

1

**Sex Discrimination and Sex-Based Harassment of Students Prohibited****Sexual Harassment of Students Prohibited**

~~This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.~~

**Definitions**

~~For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.~~

~~The term “sexual harassment” includes:~~

- ~~● acts of sexual violence;~~
- ~~● unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;~~
- ~~● unwelcome sexual advances;~~
- ~~● unwelcome requests for sexual favors;~~
- ~~● sexual demands when submission is a stated or implied condition of obtaining an educational benefit;~~
- ~~● sexual demands where submission or rejection is a factor in an academic, or other school related decision affecting an individual.~~

~~A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.~~

**Investigation and Response**

~~If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or formally.~~

~~Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps~~

**Medical Lake School District Board Policy**

3205

2

~~to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.~~

~~Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.~~

**~~Retaliation and False Allegations~~**

~~Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.~~

~~It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.~~

**~~Staff Responsibilities~~**

~~The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.~~

~~Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process. Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.~~

~~District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.~~

**~~Notice and Training~~**

~~The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously~~

**Medical Lake School District Board Policy****3205****3**

~~posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.~~

**Policy Review**

~~The superintendent will make an annual report to the board reviewing the use and efficiency of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.~~

The district is committed to a positive and productive education free from discrimination. The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Federal and State laws. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

The district has jurisdiction over complaints of sex discrimination, including sex-based harassment, pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

This policy is developed to meet the district's obligations under Title IX and aligned with Washington State laws and regulations that define sex discrimination. Sex discrimination that does not fall under this policy may be addressed under other district policies and procedures.

The district prohibits sex discrimination of students by other students, employees, or third parties involved in school district activities. The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

For purposes of this policy, "sex discrimination" includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. Sex-based harassment is a form of sex discrimination and is prohibited by this policy.

**Definitions**

"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term "sexual harassment" includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- "Quid pro quo harassment,"
- "Hostile environment harassment," and
- Specific offenses of sexual assault, dating violence, domestic violence, or stalking

**Medical Lake School District Board Policy****3205****4**

The term “sexual harassment” is also prohibited under state law as defined at WAC 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- a. Submission to that conduct or communication is condition of obtaining an education or
- b. a factor in decisions affecting that individual's education; or
- c. the conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law.

For the purpose of these definitions, sex-based harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific, related policies for students to comply with its obligations under State and Federal laws, including nondiscrimination (Policy 3210), pregnant and parenting students (Policy 3206), gender-inclusive schools (Policy 3211), district employees (Policy 5011), and pregnant and parenting staff (5012) to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school-communities.

**Investigation and Response**

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3205P.

If the district knows, or reasonably should know, that sex discrimination has occurred, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sex-based harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority on reports, complaints, and grievances alleging sex discrimination that come to the attention of the district. The district will take these steps every time a complaint alleging sex discrimination comes to the attention of the district.

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A

**Medical Lake School District Board Policy**

3205

5

criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Engaging in sex-based harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or other third parties involved in school district activities. Anyone else who engages in sex-based harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

**Retaliation and False Allegations**

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, including retaliation by a student against another student, and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent's procedure. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex discrimination occurred under the Superintendent's procedure.

**Staff Responsibilities and Training**

The Superintendent will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and other district employees.

The Superintendent will also develop materials to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sex-based harassment. The procedures can be found at 3205P.2.

**District Notice**

At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.

This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and posted throughout each school building, provided to each employee, and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district's Title IX coordinator and provide contact information, including the coordinator's email address.

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

**Medical Lake School District Board Policy**

**3205**

**6**

**Policy Review**

The Superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The Superintendent is encouraged to involve staff, students, volunteers, and parents in the review process.

**Cross References:**

Board Policy 3207	Prohibition for Harassment, Intimidation and Bullying
Board Policy 3210	Nondiscrimination
Board Policy 3240	Student Conduct
Board Policy 3421	Child Abuse, Neglect and Exploitation Prevention
Board Policy 5010	Nondiscrimination and Affirmative Action
Board Policy 5011	Sexual Harassment of District Employees
Board Policy 5281	Disciplinary Action and Discharge

**Legal References:**

RCW 28A.640.020	Regulations, guidelines to eliminate discrimination Scope – Sexual harassment policies
WAC 392-190-058	Sexual harassment
20 U.S.C. §§1681-1688	
34C.F.R. § 106	

**Management Resources:**

- 2020 August Issue
- 2019 March Issue
- 2015 July Policy Alert
- 2014 December Issue
- 2010 October Issue

**Adoption Date: 10.15; 11.20;**  
**Medical Lake School District**  
**Revised Date: 10.11; 12.14; 07.15; 03.19; 08.20; 08.24;**

## Coversheet

### Board Policy 3206 ~ Pregnant and Parenting Students; Second Reading

**Section:** IV. Individual Actions Items  
**Item:** B. Board Policy 3206 ~ Pregnant and Parenting Students; Second Reading  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** NEW 3206 Pregnant and Parenting Students.pdf

## Medical Lake School District Board

3206

1

### Pregnant and Parenting Students

The district is committed to a positive and productive education free from sex-based discrimination as required by Federal, State, and local laws for all students in its education programs and activities. These laws prohibit discrimination against any student based on their current, potential, or past pregnancy or related conditions or marital or parental status. Sex-based harassment is a form of sex-based discrimination and includes harassment on the basis of pregnancy or related conditions or marital or parental status.

The district establishes this policy and the accompanying Superintendent's procedures for ensuring the protection and equal treatment of students who are or become pregnant, individuals with pregnancy-related conditions, and new parents.

Pregnancy or related conditions include:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to the above; or
- Recovery from above.

The district must also not adopt or implement any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats students differently on the basis of sex, except as necessary to provide pregnancy or pregnancy-related medical accommodations.

This commitment and discrimination prohibition extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

The district does not engage in prohibited discrimination when it allows a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of its education program or activity, provided the district ensures that the separate portion is comparable to that offered to students who are not pregnant or parenting, and do not have related conditions.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific notice, training, and compliance requirements are included in the accompanying procedure 3206P.

### Investigation and Response / Grievance Procedures

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex-based discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3205P.1.

Complaints alleging discrimination or harassment based on a person's actual or perceived pregnancy status are to be taken seriously and handled in the same manner as other sex-based discrimination and harassment complaints.



**Medical Lake School District Board**

**3206**

**2**

If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sex-based harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

**Retaliation and False Allegations**

Retaliation, as defined under Federal and State laws and the Superintendent’s procedure, including retaliation by a student against another student, is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex-based discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent’s procedure.

This policy and its procedure will support that effort by facilitating district compliance with local, state, and federal laws concerning sex-based discrimination.

**Cross References:**

Board Policy 3205	Sex Discrimination of Students Prohibited
Board Policy 3210	Nondiscrimination
Board Policy 3230	Searches of Students and Student Privacy
Board Policy 3231	Student Records

**Legal References:**

RCW 28A.640.010	Sexual Equality, Purpose – Discrimination Prohibited
RCW 28A.642	Discrimination Prohibition
RCW 49.60.040	Definitions
20 U.S.C. §§ 1681-1688	Title IX of the Education Amendments Act of 1973
34 C.F.R. § 106.40,	Title IX Regulations (2024 Amendments)

**Management Resources:**

August 2024 Issue

**Adoption Date:**

**Medical Lake School District**

**Revised Date: 08.24;**

# Coversheet

## Board Policy 4280 ~ Research Activity; First Reading

**Section:** IV. Individual Actions Items  
**Item:** C. Board Policy 4280 ~ Research Activity; First Reading  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** NEW 4280 Research Activity Revised 1.2025.pdf

**Medical Lake School District Board****4280****1****Research Activity**

Third party agencies or organizations that conduct research in the Medical Lake School District must comply with all federal and state laws as well as all Medical Lake School District policies, procedures and guidelines.

Permission to conduct research activities must be granted by central administration. Research proposals will be reviewed for the relevance of research (i.e. alignment to district strategic goals and priorities); rigor of research methodology; risk/benefit to participants; and burden to the district/schools. All principals and program managers may refuse to allow research projects to be conducted in their schools unless required by law or the Superintendent.

Research projects must comply with all applicable laws, regulations, and ethical codes, including the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA). Research projects involving primary data collection from students or staff must be authorized by a Human Subjects Review Board, and researchers must undergo necessary clearances before contact is permitted. Research projects involving the collection of identifiable student-level data must obtain prior written and active informed consent of a parent/guardian on behalf of a minor student before data collection commences. Research projects involving analysis of student-level secondary data must have a Data Sharing Agreement between the District and the external party conducting the research prior to the transfer of data.

**Legal References:**

The Health Insurance Portability and Accountability Act of 1996 (HIPPA; Pub.L. 104-191, 110 Stat. 1936, enacted August 21, 1996);  
Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98);  
Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

**Adoption Date: 02.25;****Medical Lake School District****Revised Date: 01.25;**

## Coversheet

### Board Policy 5011 ~ Sex Discrimination and Sex-Based Harassment of District Staff Prohibited; Second Reading

**Section:** IV. Individual Actions Items  
**Item:** D. Board Policy 5011 ~ Sex Discrimination and Sex-Based Harassment of District Staff Prohibited; Second Reading  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ESSENTIAL 5011.pdf

**Medical Lake School District Board Policy**

5011

1

**~~SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED~~**

~~This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.~~

**Definitions**

~~For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature.~~

~~Sexual harassment can occur student to adult, adult to adult, or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.~~

~~Under federal and state law, the term “sexual harassment” includes:~~

- ~~● acts of sexual violence;~~
- ~~● unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s employment performance or creates an intimidating, hostile or offensive environment;~~
- ~~● unwelcome sexual advances;~~
- ~~● unwelcome requests for sexual favors;~~
- ~~● sexual demands when submission is a stated or implied condition of obtaining work opportunity or other benefit;~~
- ~~● sexual demands where submission or rejection is a factor in a work or other school related decision affecting an individual;~~

~~A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.~~

**Investigation and Response:**

~~If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonable calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and, as appropriate, remedy its effects.~~

~~The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievances alleging sexual harassment comes to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.~~

**Medical Lake School District Board Policy**

5011

2

~~Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.~~

**~~Retaliation and False Allegations~~**

~~Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.~~

~~It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.~~

**~~Staff Responsibilities~~**

~~The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.~~

~~Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.~~

~~This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities. A formal complaint filed and employee or filed by or on behalf of a student complainant against and employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P~~

~~Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.~~

**~~Notice and Training~~**

~~The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be easily understood and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.~~

**Medical Lake School District Board Policy****5011****3****Policy Review**

~~The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers and parents in the review process.~~

**Sex Discrimination and Sex-Based Harassment of District Staff Prohibited**

This district is committed to a positive and productive working environment free from discrimination, including sex-based discrimination and harassment. This commitment extends to all employees, applicants for employment, and others involved in academic, educational, extracurricular, athletic, and other programs or activities of the district, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

This policy is developed to meet the district's obligations under Title IX and is aligned with Washington State laws and regulations that define sex-based discrimination. The district will not adopt or implement any policy, practice, or procedure or take any employment action on the basis of sex, except to meet its obligations related to pregnancy and pregnancy-related conditions.

The district will not make any pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs." Pre-employment, the district may ask an applicant for employment to self-identify their sex, but only if this question is asked of all applicants and if the response is not used as a basis for discrimination prohibited by Title IX or this policy.

Consistent with the Title IX regulation, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

- 1) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- 2) that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions. The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

**Medical Lake School District Board Policy****5011****4****Definitions**

“Sex-based harassment” means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term “sexual harassment” includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- “Quid pro quo harassment,”
- “Hostile environment harassment,” and
- Specific offenses of sexual assault, dating violence, domestic violence, or stalking

The term “sexual harassment” is also prohibited under state law as defined at W.A.C. 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- a) Submission to that conduct or communication is condition of obtaining employment;
- b) a factor in decisions affecting that individual's employment; or
- c) the conduct or communication has the purpose or effect of substantially interfering with an individual's employment or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law as defined at RCW 49.60.040 and WAC 162.32-040.

For the purpose of these definitions, sexual harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, and to create an inclusive and welcoming work environment, including [WSSDA Model Policies or modified for your district equivalent] Policy 5210 (Prohibiting Discrimination of Staff), Policy 5012 (Parental, family, or marital status; pregnancy or related conditions), and 5404 (Family Medical and Maternity Leave).

**Investigation and Response**

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination, including sex-based harassment, and will include reasonable and prompt timelines and delineate roles and responsibilities for such.

If the district knows, or reasonably should know, that sex-based discrimination has occurred, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sex-based harassment, eliminate the hostile environment,



**Medical Lake School District Board Policy****5011****5**

prevent its occurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority every time a report, complaint, and grievance alleging sex-based harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Engaging in sex-based discrimination will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in district activities. Anyone else who engages in sex-based discrimination on district property or district workspaces will have their access to school property and activities restricted, as appropriate.

**Retaliation and False Allegations**

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, against any person who makes or is a witness in a sex-based discrimination complaint and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex-based discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex-based discrimination occurred under the Superintendent's procedure.

**Staff Responsibilities and Training**

The Superintendent will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and school employees.

The Superintendent will also develop materials to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sex-based harassment.

**District Notice**

At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.

**Medical Lake School District Board Policy**

**5011**

**6**

This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and posted throughout each school building, provided to each employee, and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district’s Title IX coordinator and provide contact information, including the coordinator’s email address.

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

**Policy Review**

The Superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The Superintendent is encouraged to involve staff, volunteers, and parents in the review process.

**Cross References:**

<del>Board Policy 3205</del>	<del>Sexual Harassment of Students Prohibited</del>
<del>Board Policy 3207</del>	<del>Prohibition of Harassment, Intimidation and Bullying</del>
Board Policy 3210	Nondiscrimination
<del>Board Policy 3240</del>	<del>Student Conduct</del>
Board Policy 3211	Gender-Inclusive Schools
Board Policy 3421	Child Abuse, Neglect and Exploitation Prevention
Board Policy 5010	Nondiscrimination and Affirmative Action
<del>Board Policy 5281</del>	<del>Disciplinary Action and Discharge</del>
<b>Board Policy 5012</b>	<b>Parent, Family, and Marital Status, and Pregnancy</b>

**Legal References:**

RCW 28A.640.020	Regulations, guidelines to eliminate discrimination — Scope—Sexual harassment policies
RCW 49.60	Washington Law Against Discrimination
WAC 162-32-040	Harassment
WAC 392-190-058	Sexual harassment
2024 Title IX Regulations at 34 C.F.R. § 106 et seq	
20 U.S.C §§ 1681-1688	

**Management Resources:**

- 2024 August Issue
- 2022 June Issue
- 2021 June
- Policy Alert, July 2015
- Policy News, December 2014 Issue
- Policy News, October 2011 Policy Manual Revisions

**Adoption Date: 05.02; 01.12; 1.15; 06.21; 07.22;**

**Medical Lake School District**

**Revised Date: 10.11; 12.14; 07.15; 06.21; 06.22; 08.24;**

## Coversheet

### Board Policy 5012 ~ Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff; Second Reading

**Section:** IV. Individual Actions Items  
**Item:** E. Board Policy 5012 ~ Parental, Family, or Marital Status, and  
Pregnancy or Related Conditions of Staff; Second Reading  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
NEW 5012 Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff.pdf

**Medical Lake School District Board**

5012

1

**Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff**

The district is committed to a positive and productive workplace free from sex-based discrimination.

The district does not discriminate on the basis of sex and prohibits sex discrimination against applicants or employees as required by Federal, State, and local laws. Sex discrimination is prohibited and illegal in the district's education programs and activities, hiring, leave policies, employment policies, and health insurance coverage.

**Parent, Family, or Marital Status**

Consistent with the Title IX regulation at 34 CFR 106.57, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

- 1) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- 2) that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

**Pregnancy or Related Conditions**

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions.

The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

In the case of an employee who does not have an applicable leave policy or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, the district must treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The district establishes this policy, and the Superintendent will develop and implement procedures for ensuring the protection and equal treatment of employees and applicants for employment on the basis of parental, family, and marital status and for employees and applicants for employment who are pregnant individuals, people with pregnancy-related conditions, and new parents.

Pregnancy or related conditions include:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to the above, including infertility treatment; or
- Recovery from above.

**Medical Lake School District Board**

**5012**

**2**

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and compliance requirements. The Superintendent will develop and implement procedures to ensure the district’s compliance with the above requirements.

The district has also developed specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, the Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act, and Pregnant Works Fairness Act (PWFA), and RCW 43.10, to create inclusive and a welcoming work environment, including other nondiscrimination policies (Policy 5210), Policy 5210 (Sex-Based Discrimination of Staff Prohibited), and 5404 (Family Medical and Maternity Leave).

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex-based discrimination based on family, parenting, or marital status, and pregnancy and pregnancy-related conditions. The procedures will include reasonable and prompt timelines and delineate roles and responsibilities for such.

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent’s procedure, against any person who makes or is a witness in a sex-based discrimination complaint under this policy and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

**Cross References:**

- |                   |  |
|-------------------|--|
| Board Policy 5010 | Nondiscrimination and Affirmative Action |
| Board Policy 5404 | Family Medical and Maternity Leave       |

**Legal References:**

- 34 C.F.R. 106.56, Title IX of the Education Amendments Act
- Title VII of the Civil Rights Act of 1964
- Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act
- Pregnant Works Fairness Act (PWFA - 2023)
- RCW 43.10 Washington’s Healthy Starts Act
- Washington Law Against Discrimination (WLAD)

**Management Resources:**

- August 2024 Issue

**Adoption Date:**

**Medical Lake School District**

**Revised Date: 08.24;**

# Coversheet

## Approve the CTE/Perkins Grant

**Section:** IV. Individual Actions Items  
**Item:** F. Approve the CTE/Perkins Grant  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Copy of Spring 24 CLNA.pdf

# Medical Lake High School

## Comprehensive Local Needs Assessment

(CLNA)

2023-2024

## Local Needs Assessment Element 1: Improving Equity and Access

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response should identify strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations and ways that programs are designed to enable special populations to meet the local levels of performance. Additionally, the responses should identify that activities are designed to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency for CTE students. The evidence or data source used to inform should be identified in the chart below.

### 1.A What is your equity-based approach for maximizing student potential to increase success in your CTE programs?

Current State	Desired State	Evidence/Data Source
<p>Medical Lake High School currently offers classes in all program areas including 2 pathways in the skilled and technical sciences realm. Each program area consists of 3-6 elective offerings. Students select their electives with the support of a College/Career Readiness program and guidance counselor. Students have opportunities to learn about various careers while gaining knowledge and practicing tangible skills for future workforce needs.</p> <p>Prior to selecting their CTE courses, students take surveys to learn about their own interests and strengths. This work helps students select CTE courses with more purpose and alignment to future interests.</p> <p>Success in CTE starts with completing the classes in a given pathway and learning the skills/knowledge in those classes. Furthermore, the additional experiences that each class has to offer creates unique learning opportunities and, in some courses, leads to the potential to earn Industry-Recognized Credentials or IRCs.</p> <p>This is possible because students have equitable access to our College and Career Readiness Program, access to a school counselor and opportunities to register for desired electives.</p>	<p>While our approach for ensuring equity and access is solid, one thing MLHS is working on is maximizing the number of students who are selecting electives from CTE pathways that correspond specifically with their College and Career Readiness goals and HS and Beyond Pathways.</p> <p>These conversations are taking place in our CCR/advisory program throughout the year so that students are educated and challenged to select electives that correspond to their plans.</p> <p>Ultimately, we want students to challenge themselves and take CTE electives that will teach and provide important skills as opposed to taking paths of least resistance and selecting electives that may be rumored by students to “easier” or have less rigorous coursework.</p>	<p>CCR Lesson Plans</p> <p>Evidence of this work is found in the number of students that are taking electives from the pathways we offer and cross-referencing that information to their HS and Beyond Plans.</p> <p>At Medical Lake, ALL students have access to electives; we never have to turn students away. In fact, students can take all the electives from 2 different program areas over the course of a 4-year high school career.</p> <p>We have robust CTSO programs within each pathway that allow additional career explorations, job knowledge and experience and acquisition of skills. All these programs assist students in developing career-ready practices and are aligned to those standards.</p>



**1.B What is your approach to provide outreach to special and/or historically underserved populations?**

Current State	Desired State	Evidence/Data Source
<p>One approach that we use to provide outreach to support students is allowing students in these special groups to select their courses first. This ensures that their individual course needs are identified and provides ample time to ensure that Work Spaces accommodate the students.</p> <p>All CTE classes have work-based learning components which means students experience various WBL opportunities regardless of the electives they have selected.</p> <p>To support students, the Special Education Teachers, counselors and College/Career Advisors all work together to serve and advocate for the students. This ensures that underserved populations have access to electives based on their interests, skills and HS/Beyond Plans.</p>	<p>Offer multiple opportunities for WB, IRC's, and dual credit learning to all special and/or historically underserved populations.</p> <p>Purchase additional Industry standard equipment, aligned to post-secondary work.</p> <p>Work in collaboration with the High School Psychologist who monitors special needs and coordinate a plan to insure necessary services are provided to ALL students</p>	<p>The evidence of success in ensuring that special and/or historically underserved populations are being served appropriately include:</p> <ul style="list-style-type: none"> <li>● Class numbers with representation of students with IEPs</li> <li>● Dual Credits earned by students with IEP's</li> <li>● IRCs earned by students with IEPs</li> <li>● Work-Based Learning experiences by students with IEP's</li> </ul>

**1.C What counseling or guidance resources does your district provide to ensure equitable access to both state and federal financial aid for special and underserved populations?**

Current State	DesireState	Evidence/Data Source
---------------	-------------	----------------------

<p>Special Education has a transition class that focuses on work skills. Underserved populations can access any CTE class with each class focusing on career components related to the program area.</p> <p>All students are part of the Advisory period that teaches Career and College Readiness skills. During these programs, the counselors come in and talk about state and federal financial aid opportunities and there are special financial aid family nights dedicated to educating and leading students/families through the process.</p> <p>The high school counselors also provide 1-1 career/college guidance counseling.</p> <p>The structures at MLHS support students with 504's and IEP's to meet the educational needs and ensure a transition plan to post secondary.</p>	<p>Students and families understand next steps and a supported hand-off to the post-secondary destination.</p> <p>75% of Students and families attend the financial aid opportunities offered throughout the year.</p> <p>Student increase in the number of students completing necessary financial aid documentation on time.</p> <p>Special Services and CTE will work together to build a system that supports all types of learners in the school through coordinated efforts with IEP teachers, guidance counselors and the school psychologist who specializes in transition.</p>	<p>CTE career section of classes: lessons, student goals, etc.</p> <p>Roster of students who have understood and accessed the counselors and resources for state and federal financial aid.</p> <ul style="list-style-type: none"> <li>• Participation numbers in state/federal financial aid information and work session opportunities.</li> </ul> <p>System of coordination between special and underserved populations involving CTE Director, High School psychologist, and counselors. This will also include the various departments.</p> <ul style="list-style-type: none"> <li>• CTE lesson plans and Advisory.</li> <li>• High School and Beyond Student Plans</li> </ul>
--	---	---

**1.D Describe your progress toward the implementation of equal access to high-quality career and technical education courses and programs of study for all students.**

As a smaller school district, we are able to make sure that student needs are met on an individual basis. All students have a fluid High School & Beyond Plan that is updated regularly based on their progress in the Career & College Readiness Program. The HBP indicates the courses that students need to take to meet graduation requirements while also intentionally guiding course selections. The CTE program pathways offer industry certification, work based learning opportunities, and dual credit.

The action plan steps are in motion and we will continue to focus on them to ensure equity in the program.

Element 1: Improving Equity and Access	Action Plan for Improving Equity and Access
<p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>1 Significant gaps and/or multiple gaps exist</li> <li>2 Some gaps exist and/or we do not have a concrete plan to address them</li> <li>3 Very few gaps exist, and we have processes in place to close the remaining gaps</li> <li>4 No gaps exist</li> </ol>	<ul style="list-style-type: none"> <li>• Help students and families understand graduation requirements as they relate to CTE and how to select courses with purpose.</li> <li>• Market the high school CTE program areas in a manner that simplifies the best choice for a student at the time of course registration.</li> <li>• Ensure adequate resources to support students while selecting the courses they should take.</li> </ul>
<p><b>Rating</b> (circle one)</p> <p>1   2   <b>3</b>   4</p>	

## Local Needs Assessment Element 2: Evaluation of Student Performance

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The below questions will provide an evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. The evidence or data source used to inform should be identified in the chart below.

### 2.A Where are the biggest gaps in Perkins Performance Indicators among CTE programs?

**Perkins Indicators Include:**

- 4-year Grad Rate & Extended Grad Rate
- Academic Proficiency in ELA, MATH and SCIENCE
- Postsecondary Placement
- non-trad program enrollment
- Program Quality: Achieved IRC
- Program Quality: Achieved dual credit
- Program Quality: Participated in Work-Based Learning

Current State	Desired State	Evidence/Data Source
<p>Our biggest gaps based on the spring 2024 Perkins Key Indicators Report are:</p> <ul style="list-style-type: none"> <li>● <b>Math Smarter Balanced Performance</b> <ul style="list-style-type: none"> <li>○ School: 26%</li> <li>○ State Target: 73%</li> </ul> </li> <li>● <b>Non-trad program enrollment</b> <ul style="list-style-type: none"> <li>○ School: 19.5%</li> <li>○ State Target: 61%</li> </ul> </li> <li>● <b>Work-Based Learning</b> <ul style="list-style-type: none"> <li>○ School: 25%</li> <li>○ State Target: 94%</li> </ul> </li> </ul>	<p>Close the gap in relation to state targets in Math, Non-Trad and WBL. WBL performance went up with the 2023 cohort.</p> <ul style="list-style-type: none"> <li>● Math: 33%</li> <li>● ELA: 70%</li> <li>● Non-Trad: 30%</li> <li>● WBL: 40%</li> </ul> <p>Teachers explore instructional strategies that maximize student engagement and learning while using math standards-based assessment methods to understand exactly where each student is at in relation to key standards.</p> <p>Non-trad program enrollment: All students selecting electives with purpose based on their High School and Beyond Plans. Marketing the classes we have to offer to ensure all students know what is available to them.</p>	<p>Perkins Key indicators reports</p>

### 2.B Where are the biggest gaps in Perkins Performance Indicators among student demographic subgroups?

Current State	Desired State	Evidence/Data Source
<p>Gap Performance identified within race/ethnicity in nearly multiple indicators.</p>	<p>Demonstrate more consistency across all student groups in relation to school-wide performance.</p>	<p>Perkins Key Indicators Reports showing evidence of growth in this identified area.</p>

### 2.C Where are the biggest gaps in Perkins Performance Indicators among Perkins special populations?

Current State	Desired State	Evidence/Data Source

<p>Gap Performance identified for ELA proficiency between students with and without disabilities</p> <ul style="list-style-type: none"> <li>All students: 61%</li> <li>Students with disabilities: 8.3%</li> </ul>	<p>25% ELA Proficiency for students with disabilities:</p> <p>Identify priority standards in English 9, 10, 11 and 12. Use formative assessments to analyze student performance and identify gaps. Use targeted instruction and intervention to close gaps.</p>	<p>Perkins Key Indicators Reports showing evidence of growth in this identified area.</p> <p>Formative assessment data as monitored through measures of academic progress.</p>
--	---	--

**2.D In which CTE program(s) is the enrollment of one gender over 75% of the total program enrollment? Where there are program disparities in performance in either 4S1 or 3P1, what is being done to address them?**

Current State	Desired State	Evidence/Data Source
STEM FACS	<p>Increase representation in these non-trad areas to ensure all students understand the opportunities</p> <ul style="list-style-type: none"> <li>Again, select electives with purpose</li> <li>Also, increase CTSO marketing &amp; recruitment</li> </ul>	Gender disparities in the programs illustrate a positive trend toward balancing out.

**2.E Which performance measurements were missed, if any, and what factors contributed to that performance outcome? \***

Factors Contributing to these measures falling under the state target: Math Smarter Balanced Proficiency has always been a challenge. Factors that play in are simply a difficult content area with challenging standards and students still recovering from lost instructional time during the Covid Pandemic. With that, we find it challenging to get students to engage in intervention opportunities beyond the school days in efforts to close the gap.

Element 2: Evaluation of Student Performance	Action Plan for Evaluation of Student Performance
<p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>Significant gaps and/or multiple gaps exist</li> <li>Some gaps exist and/or we do not have a concrete plan to address them</li> <li>Very few gaps exist, and we have processes</li> <li>No gaps exist</li> </ol> <p><b>Rating</b></p> <p>1   2   <b>3</b>   4</p>	<ul style="list-style-type: none"> <li>Ensure that all students have access to priority standards throughout the entire schedule while using assessment to track growth and achievement.</li> <li>implement engaging teaching strategies and learning opportunities to maximize student participation and interest in the content.</li> <li>Continue working on non-trad program enrollment through CTSO recruitment and learning opportunities</li> </ul>

**Local Needs Assessment Element 3: Evaluation of CTE Programs: Alignment including Size, Scope & Quality**

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are sufficient in size, scope, and quality; are aligned to state, regional, tribal, or local-in demand industry sectors, and are aligned to meet economic and labor needs. The evidence or data source used to inform should be identified in the chart below.

**3.A Which of your programs are experiencing difficulty meeting the state approved secondary or postsecondary definitions of size, scope, and quality? Why?**

Current State	Desired State	Evidence/Data Source
<p>Medical Lake High School currently offers all 6 program areas of study</p> <p>5/6 program areas currently offer an IRC, dual credit or both.</p> <p>Quality of Programs: All programs at MLHS have the following:</p> <ul style="list-style-type: none"> <li>• Active Advisory Panel</li> <li>• Certified and Appropriately Endorsed Teacher</li> <li>• Active CTSOs</li> </ul> <p>Quality of Programs: Skilled and Industrial Trades only have three courses in the pathway. Health Sciences only has three courses in the pathway</p>	<p>Scope: All program areas have at least one dual credit and one meaningful IRC opportunity.</p> <p>Analyze the CTE master schedule and explore the potential to offer additional electives if possible.</p>	<p>Student enrollment</p> <p>Students earning IRC</p> <p>Students earning Dual Credit</p> <p>Student participation in CTSO increases</p>

**3.B Which programs do not yet incorporate current industry standard equipment, appropriate classroom lab space, and/or quality instructional materials?**

Current State	Desired State	Evidence/Data Source
<p>All programs have some quality industry-recognized equipment but most of our equipment is getting older and could benefit from some upgrades. With budgetary constraints and the costs of quality equipment it will be a process to supplement these instructional resources.</p>	<p>Our STEM program, in concern with the advisory, has requested consumable materials to support instruction so students can build their own robots</p> <p>Continue to purchase industry-standard equipment one program area at a time. Commercial grade equipment is expensive and it gets even more expensive when multiple pieces of the same equipment are required to outfit a classroom.</p>	<p>Recent Skilled and Technical Science equipment purchases.</p> <p>Business and Marketing purchases.</p> <p>Family &amp; Consumer Sciences purchases</p>

**3.C How does your district or college partner with stakeholders to ensure program alignment to workforce needs?**

Current State	Desired State	Evidence/Data Source
---------------	---------------	----------------------

<p>MLSD is an active partner with the Spokane Consortium of Career and Technical Education. This board is composed of the Work Force Development Council, Greater Spokane Inc., the Spokane Community Colleges, Eastern Washington University, and other school districts. Programs are data driven, using resources provided by the Work Force Development Council.</p>	<p>Data is used to qualify courses based on industry need. Counselors and School understand the need for workforce needs and promote pathways. Teachers teach career awareness and have a bridge to post-secondary opportunity. Each pathway has an industry-based advisory board.</p>	<p>Meetings with local stakeholders concerning workforce needs. Advisory Board participants. School District promotion of CTE Career lessons in each pathway (WBL, etc.) Tribal Connections Business connections SAE in Ag Pathway</p>
--	--	--

**3.D What strategies are in place to recruit and retain employers participating in work-based learning? What should be added?**

Current State	Desired State	Evidence/Data Source
<p>As a small district, Work-Based leaning opportunities can be limited and/or hard to find. Having said that, the CTE teachers (along with their individual advisory boards) work hard to identify meaningful WBL opportunities for each elective class. Each CTE class is required to have at least one guest speaker and are expected to facilitate a field trip back to that industry.</p>	<p>Strengthen the WBL component of CTE classes by striving for the following:</p> <ul style="list-style-type: none"> <li>• Every CTE class has mandatory career research</li> <li>• Every CTE class at least 1 field trip during the year</li> <li>• Every CTE class at least 2 guest speakers</li> </ul>	<p>WBL Performance Growth from 25% to 40%</p>

**3.E How are you evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences? How are program outcomes met and/or reinforced by work-based learning activities?**

Current State	Desired State	Evidence/Data Source
<p>At this time, we are only offering instructional, Work-Based Learning Opportunities in the classrooms and through field trip experiences.</p>	<p>This is not a priority at this time.</p>	

**3.F Do you have adequate CTE program design? Adequate CTE design indicators include growing and sustainable enrollment, meaningful programs of study, articulation agreements, sequenced progression of courses within program area, meaningful credentials, and program evaluation.**

Current State	Desired State	Evidence/Data Source
<p>MLSD has developed the following pathways:                      Business and Marketing (articulated)                      Ag Sciences (articulated)                      Engineering and Computer Science                      FACS (articulated)                      JROTC (military connected)                      Health Sciences                      Skilled and Technical Trades</p> <p>Each program has a sequence of courses</p>	<p>All CTE program areas would offer at least one elective in the pathway that leads to a meaningful IRC and dual credit opportunity.</p> <p>All CTE program areas would offer at least 4 different courses; this is difficult because we only have one teacher per pathway/program area of study.</p>	<p>Dual Credit Achievement                      IRC Achievement</p>

**3.G Describe how your offered CTE Programs are sufficient size, scope, and quality to meet the demands of students served by your district and are:**

- Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations; or
- Designed to meet other local education or economic needs identified through other sources.

**Size:** We have 6 program areas we have developed and continue to build: One challenge we have encountered is the number of students who take courses at running start, NewTec skills center or online. These additional options for students (while important as well) reduce the number of students on campus and make it difficult to fill classes.; There is always competition among CTE teachers to market their programs and get kids involved. Nevertheless, we have a quality CTE program and students at MLHS have a variety of CTE electives to choose from.

**Scope:** All programs have OSPI approved frameworks. These are developed at the local level in conduction with the Advisory Board. Data is provided from the area WorkForce Development Council. The framework is an integration of CTE competencies, state standards ( such as ELA, Math, technology) that apply to what is being taught. All programs have a CTSO and extended learning opportunities. Most programs offer industry certifications, articulations from Spokane Community College (Dual Credit), and even though our data doesn't show it due to an error, we do offer Work-Based Learning experience in all programs.

**Quality:** All programs are aligned to data of high demanding postsecondary opportunities for Medical Lake students.

Element 3: Evaluation of CTE Programs	Action Plan for Improving CTE Programs
<p><b>Ratings:</b></p> <p>1 Significant gaps and/or multiple gaps exist</p> <p>2 Some gaps exist and/or we do not have a concrete plan to address them</p> <p>3 Very few gaps exist, and we have processes in place to close the remaining gaps</p> <p>4 No gaps exist</p>	<ul style="list-style-type: none"> <li>o All 6 program areas offer at least one meaningful IRC and dual credit opportunity                             <ul style="list-style-type: none"> <li>▪ New IRC's in motion for 24-25 include: OSHA certifications</li> <li>▪ Dual Credit Articulations in motion for 24-25 include: JROTC Science and History and Engineering</li> </ul> </li> <li>o Strengthen Work-Based Learning Experiences with more field trips, guest speakers and career exploration</li> <li>o Continue to grow student-based enterprises at MLHS                             <ul style="list-style-type: none"> <li>▪ Student-Store- Coffee, snacks and drinks- Family and Consumer Sciences</li> <li>▪ Greenhouse- Ag Sciences</li> <li>▪ Posters and T-Shirts- Business and Marketing</li> </ul> </li> </ul>
<p><b>Rating (circle one)</b></p> <p>1   2   <b>3</b>   4</p>	

**Local Needs Assessment Element 4: Implementation of Programs and CTE Programs of Study**

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses should identify progress toward the implementation of career and technical education programs and programs of study. The evidence or data source used to inform should be identified in the chart below.

**4.A How do programs partner with secondary, postsecondary, adult basic education, local workforce development boards, and business/industry representatives to ensure programs of study are aligned to a postsecondary pathway?**

Current State	Desired State	Evidence/Data Source
analyze workforce data to drive program development and course offerings.  Monthly meetings with partners such as the WDC, etc. Strong advisory boards to stay connected to industry needs and realities	Explore additional industry partners that could provide representation on the individual advisory boards.  We are exploring a partnership with Avista as an industry partner to support STEM and Skilled and Technical Sciences	Increase in industry partners. by adding one to each program area.

**4.B How does your district/college ensure that CTE faculty and teachers are involved in the design and approval of programs of study and articulation agreements?**

Current State	Desired State	Evidence/Data Source
Each of the CTE teachers at MLHS are responsible for the continuous improvement efforts of their program of study.  4/6 programs have an active articulation that offers dual credit opportunities for their students with the exception of the shop program	Each program area of study has a designated dual credit and/or post-secondary agreement that affords our students the chance to earn a competitive advantage in that field while they are in HS.  JROTC is working with Green River College for 2 dual credit opportunities.	Total number of articulations

**4.C How do you ensure your programs of study are responsive to community employment needs, are informed by labor market information, and allow for employer input?**

Current State	Desired State	Evidence/Data Source
---------------	---------------	----------------------



<p>The WorkForce Development Council used the Medical Lake Data to put together a booklet that addresses high demand, industry certification, etc. We use this to align our classes. This information from the WDC is used at every advisory board meeting.</p> <p>Advisory Board meetings are the best links to community feedback about CTE programs.</p>	<p>Bring labor market and local job force experts to the general advisory meetings.</p>	<p>General Advisory Board Meeting Minutes</p>
<p><b>4.D How do your programs of study lead to credentials of workplace value that provide all students opportunities for living wage employment, with an emphasis on the Perkins special populations and student subgroups?</b></p>		
Current State	Desired State	Evidence/Data Source
<p>Most programs of study have dual credit articulation agreements and an IRC offering .</p> <p>All programs of study offer components of work-based learning</p>	<p>All programs will have dual credit, WBL, and industry certification.</p>	<p>Data collection Review of High School and Beyond Plans Number of special populations and subgroups who have met their graduation requirements through CTE and received dual credit, industry certification, and WBL experiences.</p>
<p><b>Element 4: Programs and CTE Programs of Study</b></p>	<p><b>Action Plan for Improving Programs and CTE Programs of Study</b></p>	
<p><b>Ratings:</b></p> <p>1 Significant gaps and/or multiple gaps exist</p> <p>2 Some gaps exist and/or we do not have a concrete plan to address them</p> <p>3 Very few gaps exist, and we have processes in place to close the remaining gaps</p> <p>4 No gaps exist</p>	<ul style="list-style-type: none"> <li>Recruit additional industry partners to serve on individual advisory boards</li> <li>Explore how Career-Connect Northwest could support CTE programs at MLHS</li> </ul>	
<p><b>Rating (circle one)</b></p> <p>1 2 <b>3</b> 4</p>		

**Local Needs Assessment Element 5: Recruitment, Retention and Training of CTE Educators**

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses will describe how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. The evidence or data source used to inform should be identified in the chart below.

**5.A How do your staff and faculty demographics compare with your student demographics?**

Current State	Desired State	Evidence/Data Source
<p>Medical Lake High School has about 525 students.</p> <p>40% of our students are military-connected due to Fairchild Air Force Base.</p> <p>Our staff demographics are military background, local Medical Lake, and commuters from West Plains and Spokane.</p> <p>Our faculty demographic is not as diverse as our students'</p>	<p>Increasing the number of staff from various backgrounds</p> <p>Understand of environments, embracing differences Not judging students demographics but embracing differences and learning about everyone.\</p> <p>Inclusionary practices for all students to maximize learning and school experiences.</p>	<p>Trainings in inclusion and cultural competency Staff/administrator: paradigm shifts... survey collection</p>

**5.B What processes are in place to recruit new CTE educators who reflect your student population?**

Current State	Desired State	Evidence/Data Source
<p>As a small school district, we have only 7 CTE teachers. We had 2 new CTE teachers in 23-24 who took over the AG Sciences and Health Sciences Program Areas.</p> <p>When positions open, we seek a qualified applicant pool to find the best possible person.</p>	<p>Retain quality teachers who have the energy, skill and compassion for students to build quality programs with dynamic opportunities for students.</p>	<p>Recruiting and Hiring Practices</p>

**5.C What strategies are used to support the retention of high-quality CTE educators? For secondary programs, include the process to determine the extension of limited certification of CTE educators in your district.**

Current State	Desired State	Evidence/Data Source
---------------	---------------	----------------------

<p>All CTE teachers engage in professional calibration</p> <p>All CTE teachers receive the necessary training consistent with the needs of their position.</p> <p>All CTE teachers are able to attend professional learning opportunities consistent with their programs.</p> <p>All CTE teachers are encouraged and funded to attend the annual summer conference in Spokane which is arguably the most valuable, multiple program-wide conference for a CTE teacher group.</p>	<p>Each CTE teacher attends a program specific opportunity and the annual summer conference</p>	<p>Determining if we achieved the desired state is simply a matter of following up and determining did this happen or not.</p>
--	---	--

**5.D What training and/or resources are available to your staff and faculty to ensure culturally responsive and inclusive programming?**

Current State	Desired State	Evidence/Data Source
<p>The District has a full inclusion and culturally responsive model. The District has provided two all-district training featuring inclusion and how to be culturally responsive.</p> <p>This is an ongoing program of work in the district.</p>	<p>Ongoing PD to support culturally responsive practices and strategies to connect with more students</p> <p>Everyone will be culturally responsive to student needs.</p> <p>All classes <b>welcome</b> inclusion and have added instructional skills to support student needs.</p> <p>Teachers are given tools to support inclusionary practices and differentiation.</p>	<p>Examples of how staff are culturally responsive.</p> <p>Data collection of how teachers are welcoming inclusion.</p>

**Element 5: Recruitment, Retention and Training      Action Plan for Improving Recruitment, Retention and Training of CTE Educators**

<p><b>Ratings:</b></p> <p>1 Significant gaps and/or multiple gaps exist</p> <p>2 Some gaps exist</p> <p>3 Very few gaps exist</p> <p>4 No gaps exist</p> <p><b>Rating (circle one)</b></p> <p>1   2   <b>3</b>   4</p>	<ul style="list-style-type: none"> <li>● Offer Professional Learning opportunities through ACTE and other organizations.</li> <li>● Encourage teachers to attend Program-specific professional learning opportunities.</li> <li>● Continue to mold a mindset for Teachers to practice inclusive and culturally responsive practices</li> <li>● Encourage teachers to explore additional Work-Based Learning Opportunities for students; take students off campus to see industry</li> </ul>
--	---

Comprehensive Local Needs Assessment Summary		
Rating System to Determine Priorities		
<b>1: Significant Gaps Exist</b> <b>2: Some gaps exist and we don't have a concrete plan to address them</b> <b>3: Very few gaps exist and we have a process in place to close those gaps</b> <b>4: No gaps exist</b>		
Element 1: Improving Equity and Access		
<b>3</b>	Priority Strategies: <ul style="list-style-type: none"> <li>● Help students and families understand graduation requirements as they relate to CTE and how to select courses with purpose.</li> <li>● <b>Market the high school CTE program areas in a manner that simplifies the best choice for a student at the time of course registration.</b></li> <li>● Ensure adequate resources to support students while selecting the courses they should take.</li> </ul>	Estimated Funding Use (\$)  <b>\$1508</b>
Element 2: Evaluation of Student Performance		
<b>3</b>	Priority Strategies <ul style="list-style-type: none"> <li>● Ensure that all students have access to priority standards throughout the entire schedule while using assessment to track growth and achievement.</li> <li>● implement engaging teaching strategies and learning opportunities to maximize student participation and interest in the content.</li> <li>● Continue working on non-trad program enrollment through CTSO recruitment and learning opportunities</li> </ul>	Estimated Funding Use (\$)  <b>0</b>
Element 3: Evaluation of CTE Programs: Alignment including Size, Scope, & Quality		
<b>3</b>	Priority Strategies <ul style="list-style-type: none"> <li>● <b>All 6 program areas offer at least one meaningful IRC and dual credit opportunity</b> <ul style="list-style-type: none"> <li>○ Maintain current IRC offerings throughout the overall program</li> <li>○ Dual Credit Articulations in motion for 24-25 include: JROTC Science and History and Engineering and AG Sciences</li> </ul> </li> <li>● <b>Strengthen Work-Based Learning Experiences with more field trips, guest speakers and career exploration</b></li> <li>● Continue to grow student-based enterprises at MLHS                             <ul style="list-style-type: none"> <li>○ Student-Store- Coffee, snacks and drinks- Family and Consumer Sciences</li> <li>○ Greenhouse, Trees, Wreaths- Ag Sciences</li> <li>○ Posters and T-Shirts- Business and Marketing</li> </ul> </li> </ul>	Estimated Funding Use (\$)  <b>\$10,000</b>
Element 4: Implementation of Programs & CTE Programs of Study		
<b>3</b>	Priority Strategies <ul style="list-style-type: none"> <li>● Recruit additional industry partners to serve on individual advisory boards</li> <li>● <b>Explore how Career-Connect Northwest could support CTE programs at MLHS</b></li> </ul>	Estimated Funding Use (\$)  <b>0</b>
Element 5: Recruitment, Retention, and Training of CTE Educators		
<b>3</b>	Priority Strategies <ul style="list-style-type: none"> <li>● Offer Professional Learning opportunities through ACTE and other organizations.</li> <li>● Encourage teachers to attend Program-specific professional learning opportunities.</li> <li>● Continue to mold a mindset for Teachers to practice inclusive and culturally responsive practices</li> <li>● Encourage teachers to explore additional Work-Based Learning Opportunities for students; take students off campus to see industry</li> </ul>	Estimated Funding Use (\$)  <b>2500</b>

# Coversheet

## Approve to Zero Out Unpaid Lunch Balances

**Section:** IV. Individual Actions Items  
**Item:** H. Approve to Zero Out Unpaid Lunch Balances  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** NS Notifications Feb 1 and On.pdf

**Every Friday, pending board approval of the outstanding balance clearance:**

**Threshold: -\$5.00 or more**

**RoboCall:**

Hello, this is a message from [School Name].

Your student's lunch account balance is currently negative by \$5 or more. Please send payment with your student or submit payment through our online portal at your earliest convenience.

Thank you for your prompt attention to this matter and for supporting our school meal program.

**Email :**

Subject: Action Needed: Negative Lunch Account Balance

Dear [Parent/Guardian Name],

This is a friendly reminder that your student, [**Student Name**], currently has a negative lunch account balance of [**\$XX.XX**].

Please remember that you can check your student's lunch account balance at any time through Family Access. You can set up Skyward notifications for negative balances by logging into Family Access, clicking on **Account**, and selecting the appropriate box under **Email Notifications**.



Payments can be made conveniently online through our inTouch portal or by sending cash or a check with your student to school. We understand that circumstances vary, and any payment toward the balance is appreciated.

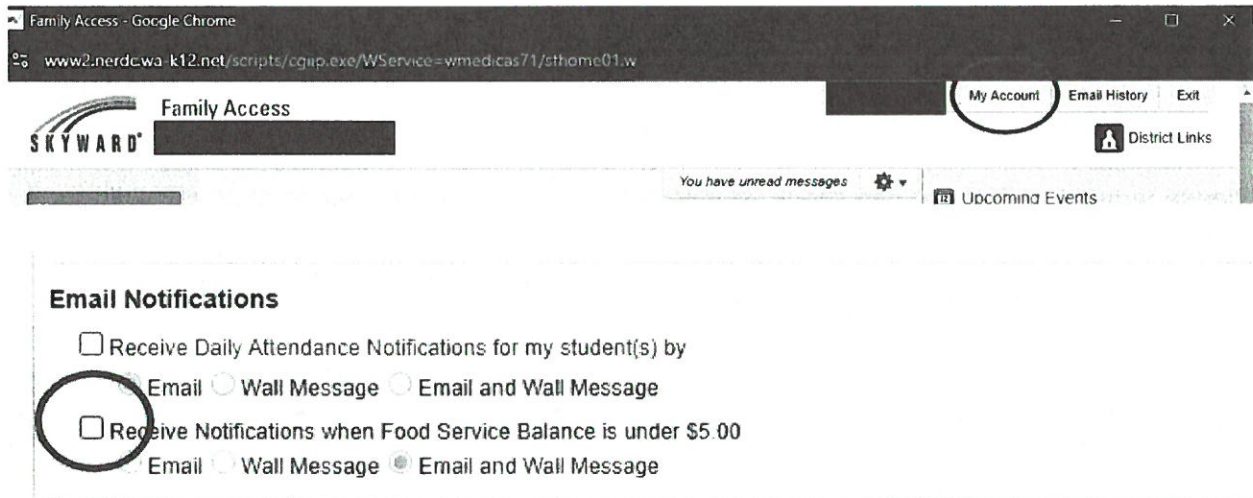
## **Mid-January: ParentSquare Message to all families**

Subject: ParentSquare Alerts for Negative Lunch Balances

Dear Parents and Guardians,

Beginning February 1st, we will begin using ParentSquare to send out weekly notices regarding negative lunch account balances.

Please remember that you can check your student's lunch account balance at any time through Family Access. You can set up Skyward notifications for negative balances by logging into Family Access, clicking on **Account**, and selecting the appropriate box under **Email Notifications**.



Payments can be made conveniently online through our inTouch portal or by sending cash or a check with your student to school. We understand that circumstances vary, and any payment toward the balance is appreciated.

If you have not yet completed a **Free or Reduced Meal Application** for this school year, [please click here](#).

Thank you for your continued support of our school meal program. If you have any questions, please feel free to contact us.

Nutrition Services  
Medical Lake School District  
509-565-3131

If you have not yet completed a **Free or Reduced Meal Application** for this school year, [please click here.](#)

Thank you for your continued support of our school meal program. If you have any questions, please feel free to contact us.

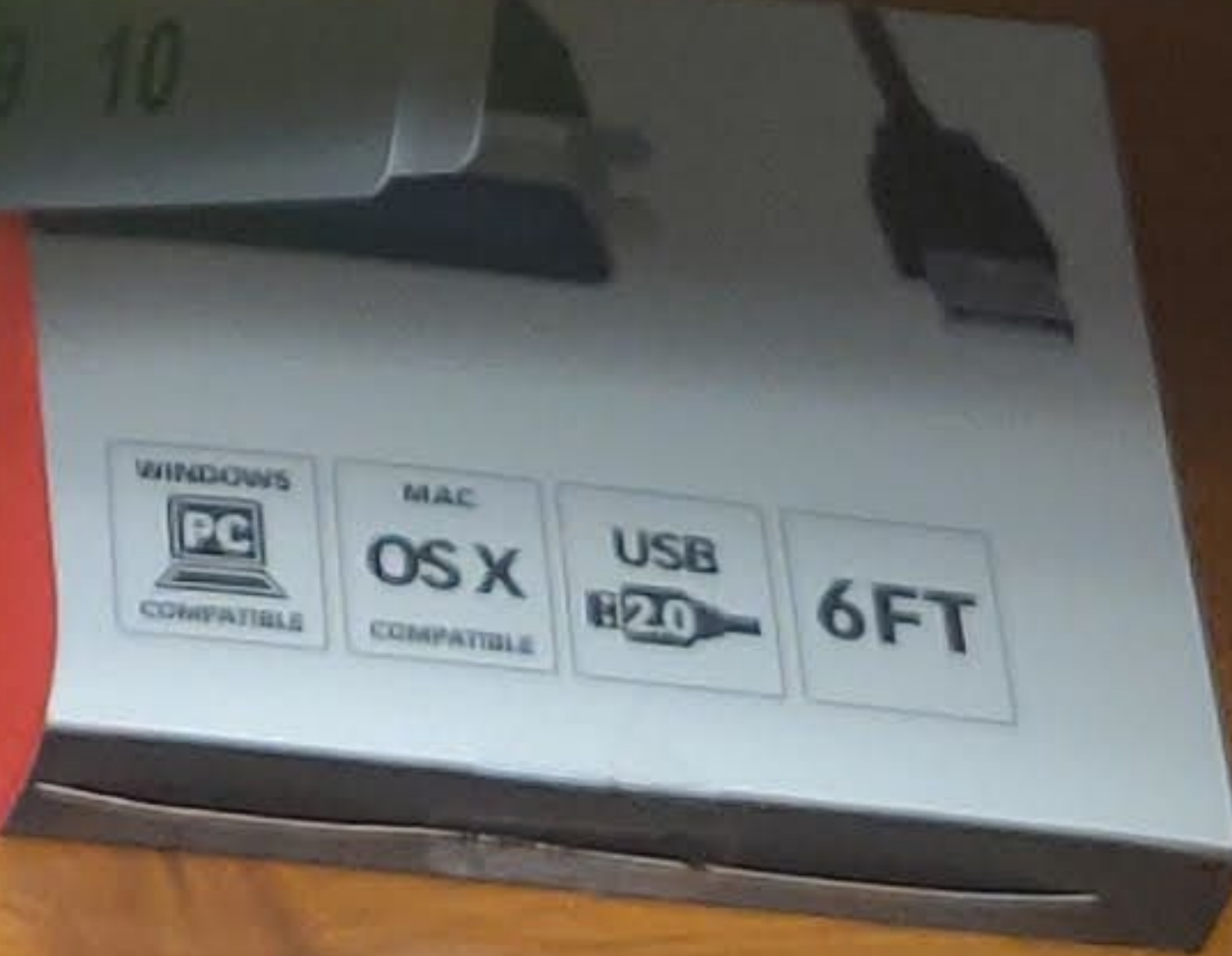
Nutrition Services  
Medical Lake School District  
509-565-3131



## Coversheet

### Approval to Surplus an Outdated Braille Embosser from the High School

**Section:** IV. Individual Actions Items  
**Item:** I. Approval to Surplus an Outdated Braille Embosser from the High School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Braille Embosser.jpg



## Coversheet

Ashley ~ Hallett Elementary Visit; Trinity ~ Michael Anderson Visit  
Chuks ~ Middle School Visit; Gabby ~ High School Visit

**Section:** V. Student Representatives Report  
**Item:** A. Ashley ~ Hallett Elementary Visit; Trinity ~ Michael Anderson Visit  
Chuks ~ Middle School Visit; Gabby ~ High School Visit  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Student Representative Board Report January 2025.pdf

# MLSD Student Representative Board Report January 2025

## **Michael Anderson Elementary- Trinity- 4/5th grades**

*What is going well?*

- Loved music, PE, and recess

*What could be changed?*

- Struggling in math, don't really enjoy it- dividing fractions

*What do you wish was different?*

- Longer recess, more time for music, bigger big kid playground- rotating days of equipment

## **Hallett Elementary- Ashley- 2nd, 4th**

*Do you have friends and feel like you belong within the school?*

- Most kids have friends, one new students wasn't sure yet- several shared they did not feel like they belonged, did not have anything that really tied them in- one student shared she did not belong but did not have clear specifics why

*Do you feel like you are being appropriately challenged with you learning and are learning?*

- All felt that they were being appropriately challenged and that they are learning and loved learning- one student said last year was hard but this year's teacher made it easier for them

*What are your plans for your future outside of education, do you have a career idea?*

- All kids had ideas for careers, but not clear plans for MS or HS- one student wasn't sure about what was HS (2nd grader), but knew about college. Opportunity to build relationships with HS.

*Any areas of improvement for the school?*

- School is great as it is- one student shared maybe more activities and clubs to make that more students belong, maybe a friend club or pen pals to make them feel like they belong (4th grader).

## **Medical Lake Middle School- Chuks- 6-7-8th grades**

*How do you feel about how they did in the 1st semester? What was their best class? Toughest class and reasons for struggling( them or the class)*

- 8th grade- class was boring but lunch was fun, example was in science feels like more copy and paste than really learning- some times in math they feel like don't have enough time to do work and get help
- 7th grade- Two students talked about how they got distracted in class in part due to friends, but others due to disruptions- One student discussed that he was being bullied and felt like that was negative for him, but shared that he had not talked to anyone about it until today.
- 6th grade- One student shared he was doing well all the way around, another student felt like they could be doing better

# MLSD Student Representative Board Report January 2025

## **Medical Lake High School- Gabby- 9th, 12th**

### *Any suggestions*

- Fix the water fountains (locker rooms, 500 hall), Integrate art into a club or create an art club

### *How do you feel about the climate of the school?*

- Overall they said it was good. One student has just moved here from a really big school and like the slower pace of the school and low key. One freshman student shared they felt like there was a huge lack of respect for students and teachers from some of the students.

### *How is your workload?*

- Workload was manageable, the only area is with sports, but students understood the expectation, but sometimes it is hard when assignments are due right after an away game that goes late, some teachers weren't as flexible.

### *Interactions with teachers*

- Some teachers are gaining control of behavior in the classrooms. They shared that teachers definitely connect with students and it positively feeds into the environment of the school.

# Coversheet

## Winter Sports Report

**Section:** VI. Reports and Discussions  
**Item:** B. Winter Sports Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Winter Sports Board Report.pdf

# CARDINAL PLAYBOOK

VOL. 9 - 1/22/2025

**UPCOMING HOME EVENTS:**

TUESDAY JAN. 28 BASKETBALL V. RIVERSIDE  
 4:00 JV GIRLS  
 5:30 JV BOYS  
 5:45 VARSITY GIRLS  
 7:00 CTEAM BOYS  
 7:30 VARSITY BOYS

WEDNESDAY JAN. 29TH AT 6:00  
 WRESTLING V. LAKESIDE

FRIDAY JAN. 31 BASKETBALL V. LAKESIDE

**TURNOUT STATS:**

GYMNASTICS: 4 ATHLETES  
 BOYS' SWIM & DIVE: 2 ATHLETES  
 CHEER: 9 ATHLETES  
 WRESTLING: 21 ATHLETES  
 GIRLS' BASKETBALL: 22 ATHLETES  
 BOYS' BASKETBALL: 45 ATHLETES



MLHS CHEER SQUAD PHOTO BY HANNAH LUZIER

**SENIOR NIGHT RECOGNITIONS:**

JANUARY 22  
 GYMNASTICS @ MEAD GYMNASTIC CENTER

FEBRUARY 4TH  
 BASKETBALL, CHEER, BAND

FEBRUARY 5TH  
 WRESTLING



## ONCE A CARDINAL, ALWAYS A CARDINAL:

OUR CARDINAL COACHES WORK YEAR ROUND TO PROVIDE A QUALITY EXPERIENCE FOR OUR ATHLETES. IT SPEAKS TO THE OUTSTANDING JOB THEY DO THAT SO MANY GRADUATES CHOOSE TO RETURN AND HELP THE PROGRAMS THAT PLAYED SUCH A BIG PART OF THEIR MLHS EXPERIENCE. A HUGE SHOUT OUT TO FORMER CARDINALS CURRENTLY BACK IN THE NEST WORKING WITH THE NEXT GENERATION, AND THE COACHES WHO PLAYED A ROLE IN THEIR HIGH SCHOOL EXPERIENCE.

**FOOTBALL:** JOE OLIVER ('22)

**VOLLEYBALL:** HALLE BARSNESS ('18)

**CROSS COUNTRY & TRACK AND FIELD:** NICK HENRY ('19) & JEREMIAH WINDLE ('20)

**BASKETBALL:** PAUL BUTORAC ('02), GARREN GARZA ('19), CONLEY ROBINSON ('12), LANDON HALL ('22)

**WRESTLING:** GARRETT RAULSTON ('05), GARRET JOHNSON ('04), ALEX GONZALEZ ('21)

**BASEBALL:** MIKE CONSTANTINE ('08), TAYLOR DORMAIER ('13)

**TENNIS:** TRISTAN FRANCIS ('22)

**SOCCER:** ZANE HIGGINS ('88)

**BASKETBALL EVENT STAFF:** SOPHIE SALINAS-SANDERS ('22), CASSIDY FITZPATRICK ('24), TESSA APPEL ('24), MARISSA ORNELAS ('20)

# Coversheet

## Student Services Update

**Section:** VI. Reports and Discussions  
**Item:** C. Student Services Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Jan 2025 School Board Presentation .pdf



Medical Lake School District

# The Wellness Center: Integrated Student & Community Services



January 2025



Powered by Board On Track  
*Every Student, Every Day*





- **Our Focus: The ML Promise**
- **What is the Wellness Center?**
  - Services? Vision/Mission?
  - Who and How?
  - Connection to the Promise and relationship with general & special education
- **Systems of Support: Student Services**
- **Impact: Results and Future Vision**

## The Medical Lake Promise



We promise to

Foster a **safe and supportive learning environment** through a **culture of belonging**

Focus on **personalized instruction** that is **engaging, challenging, and relevant**

**Promote hope and a vision for the future** from Early Learning through Post Secondary for **Every Student, Every Day**

*Every Student, Every Day!*

# The Medical Lake Promise

### Dr. Headrick's Professional Commitments



#### Purpose

As an educator, I seek to ignite a passion for lifelong learning in students, staff, families, and our communities. I create a welcoming and inclusive environment where everyone feels that they belong, allowing them to thrive and grow to be their best selves.

#### Mission

As Superintendent, I lead with an unwavering commitment to the Medical Lake Promise. My mission is to ensure that **Every Student** is valued, treated with dignity, and provided high-quality, grade-level learning experiences **Every Day**.

#### Vision

Together, we will build on the **Medical Lake Promise**. I envision a district where every student has a voice and feels safe. Where **ALL** staff are provided the tools to provide learning opportunities that will spark curiosity and equip our students for success. Through ongoing collaboration, students, families, staff, and our communities will become a vibrant team, fostering hope and a bright future.

*Every Student, Every Day*

**"The Medical Lake Promise is our commitment to serving our students, families, and communities; ensuring everyone feels valued, challenged, and prepared for the future."**  
— *Kim Headrick, Superintendent*

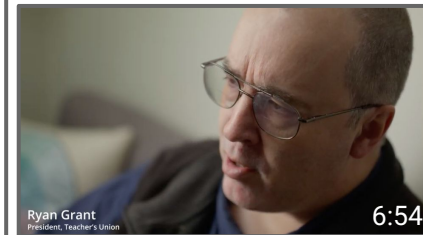
Medical Lake SCHOOL DISTRICT  
"Every Student, Every Day!"  
Strategic Plan 2022 - 2027

Medical Lake High School  
Michael Anderson Elementary

Medical Lake SCHOOL DISTRICT  
101 W. Third Street, Medical Lake, WA 99022  
Phone: 509.533.2000  
Fax: 509.533.2005

**MISSION**  
It is the district's responsibility to ensure that every student has a voice and feels safe. Where ALL staff are provided the tools to provide learning opportunities that will spark curiosity and equip our students for success. Through ongoing collaboration, students, families, staff, and our communities will become a vibrant team, fostering hope and a bright future.

**VISION**  
We envision a district where every student has a voice and feels safe. Where ALL staff are provided the tools to provide learning opportunities that will spark curiosity and equip our students for success. Through ongoing collaboration, students, families, staff, and our communities will become a vibrant team, fostering hope and a bright future.



Ryan Grant  
President, Teacher's Union

6:54



# Systems of Support

The Medical Lake Promise



We promise to

Foster a **safe and supportive learning environment** through a **culture of belonging**

Focus on **personalized instruction** that is **engaging, challenging, and relevant**

**Promote hope** and a **vision for the future** from Early Learning through Post Secondary for **Every Student, Every Day**

*Every Student, Every Day!*

## Services for students, staff, and families

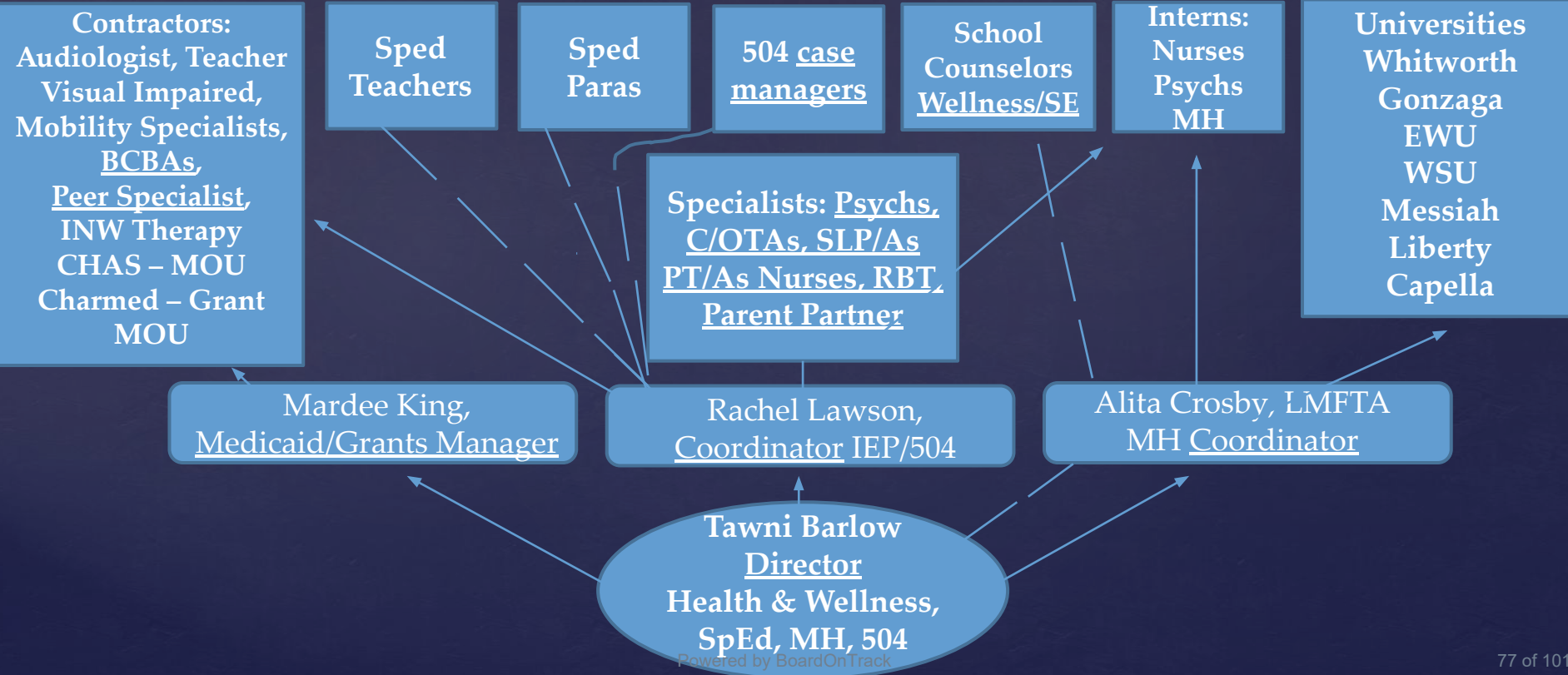


## The **Wellness Center** offers:

- [Care Coaches for Classrooms](#)
- [Substance Use](#)
- [Mental Health](#)
- [Crisis Team & Threat Assessment Support](#)
- [SEL Screening and Support](#)
- [Behavioral Health Support](#)
- [Weekly Medical Mobile Unit \(CHAS\)](#)
- [Student Services Providers \(OT/PT/SLP\) & Support](#)
- [Special Education Services](#)
- [Professional Development for Staff/Community Classes](#)
- [Tiered Interventions](#)
- [Parent/Family Partner Support](#)
- [Space to Meet with Families \(HUB\)](#)
- [Community Resources](#)
- [Individual Resources](#)
- [Suicide Prevention/Ind & group therapy](#)
- [Community Laundry Facility](#)



# Health & Wellness: Student Services




# ESA - Tiered Supports

- School Counselor
- School Psychologist
- School Mental Health Therapist
- School Nurse
- School Social Worker

- Physical Therapist
- Occupational Therapist
- Speech Language Pathologist
- Parent/Family Partner  
non ESA
- Community In Schools  
non ESA




# Doing Harder Better

Welcome to Medical Lake School District




**You are now entering  
the school district with  
the hardest working  
students, teachers,  
support staff, and  
administrators in the  
State of Washington.**

Every Student, Every Day

 **Kara Lawson: Handle Har...**   

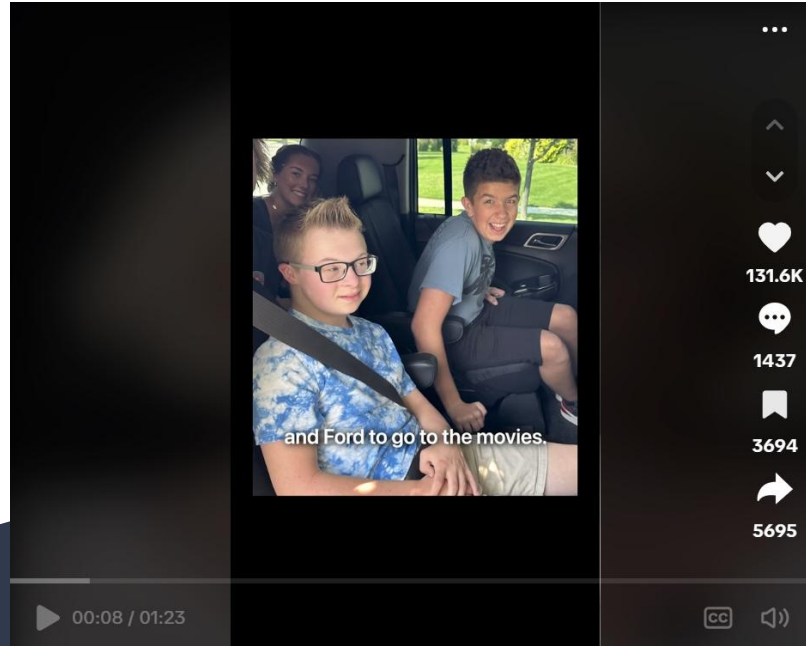
youtube.com



**HANDLE HARD BETTER**  
**KARA LAWSON** 2:50



# What happens when you are genuinely a part of the community...

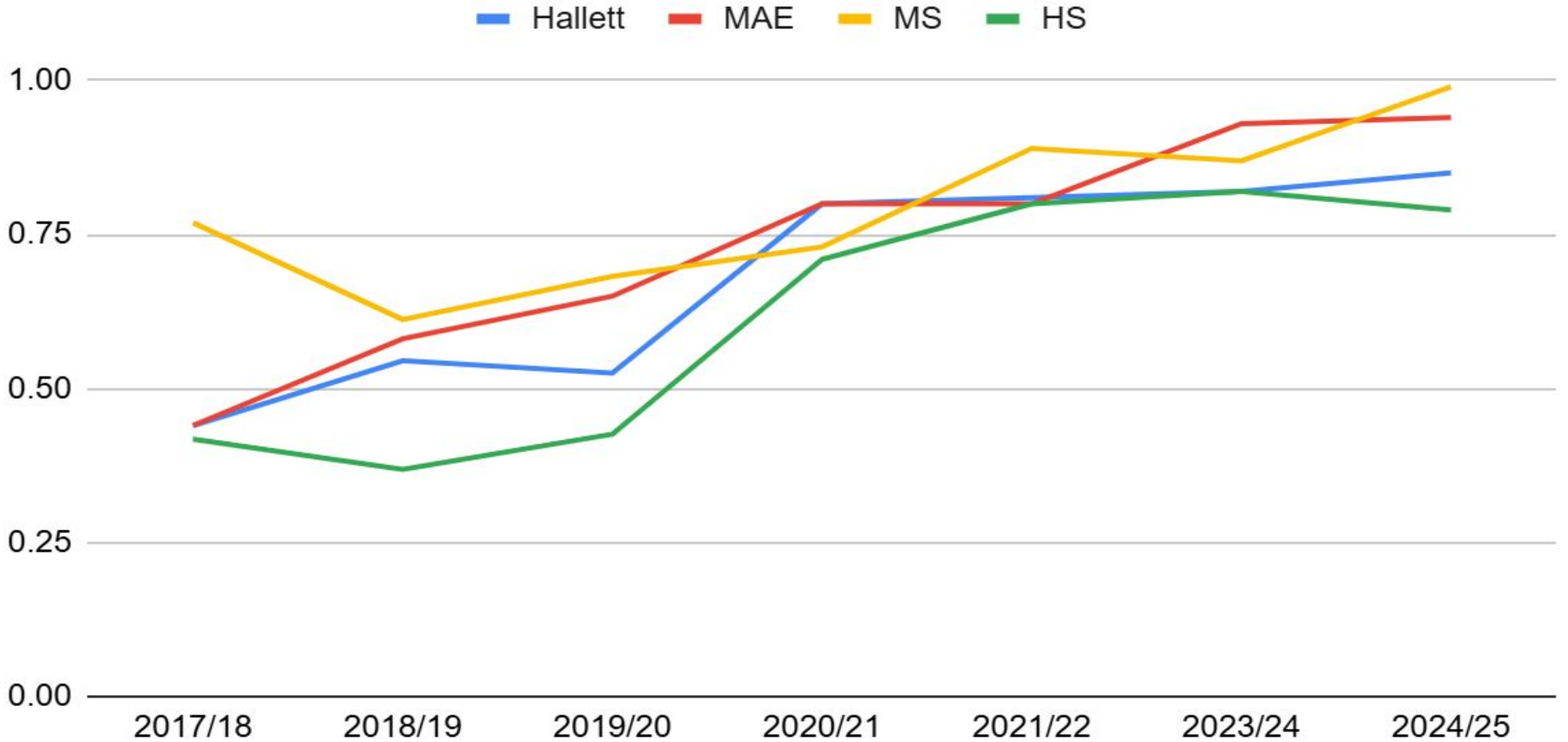




# % of students with disabilities included in their classroom 80-100%

School Year	Hallett Elementary	Anderson Elementary	Middle School	High School	District LRE 1 Total
2017/18	44%	44%	76.9%	41.8%	58%
2018/19	54.5%	58.1%	61.2%	36.9%	59.3%
2019/20	52.5%	65%	68.2%	42.6%	65.6%
2020/21	80%	80%	73%	71%	78.8%
2021-22	81%	80%	89%	80%	82.5%
2023-24	82%	93%	87%	82%	85.5%
<b>2024-25</b>	<b>85%</b>	<b>94%</b>	<b>99%</b>	<b>79%</b>	<b>89%</b>

# Hallett, MAE, MS and HS - % of students included (80-100%)



# MLSD Eligibility

## Disability Counts by building

Categories	Hallett	MAE	MS	HS	Total
Autism	7	21	6	10	44
Communication	24	17	4		45
Deafness	1		1	1	3
DD	27	21			48
Hard of Hearing					0
OHI	15	9	19	28	71
Multiple Disabilities	1			4	5
SLD	9	10	15	15	49
Vision Impairment		2			2
Total	84	80	45	58	267

\*\*\*[2028 SLD the discrepancy model is sunseting](#)

# Student Services: K-12 students 2025

## Hallett

- 65 students
- 85%
- +PK 18

## MAE

- 63 students
- 94%
- +PK 16

## MS

- 44 students
- 99%

## HS

- 56 students
- 79%



## District:

- 228 + 32 = 254
- 89%
- Vs State 65 %

# Student Services: staffing

## Hallett

- SPED Teachers (3)
- SPED Paras (11)
- School Nurse
- SLP & SLPA

## MAE

- SPED Teachers (3)
- SPED Paras (11)
- School Nurse & Health Aide
- SLP & SLPA

## MS

- SPED Teachers (3)
- SPED Paras (6)
- School Nurse
- SLP (1.5 day)

### District:

- BCBA
- RBT (2)
- TVI
- Audiologist
- School Psychs (2)
- SLP (.5 day )
- TOSA 1
- PT
- OT/COTA

## HS

- SPED Teachers (3)
- SPED Paras (6)
- Brailist
- School Nurse (1:1)
- SLP (2.0 days)



# MLSD LEA Determinations

2023-24 IDEA Determinations (2) - Excel

File Home Insert Page Layout Formulas Data Review View Acrobat Tell me what you want to do... Sign in Share

Clipboard Font Alignment Number Conditional Formatting Styles Cells Editing Adobe Acrobat

C9

6	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	
7	CCDDD:	32326	LEA:	Medical Lake			LEA Determination Level:															
8			ESD:	101		2	Needs Assistance															
9	LEA Summary:																					
10	CRITERIA			LEA RESULTS	(1) MEETS REQUIREMENTS	(2) NEEDS ASSISTANCE	(3) NEEDS INTERVENTION	(4) NEEDS SUBSTANTIAL INTERVENTION														
11	1. Did the LEA resolve all special education audit findings (if any)? [Source - OSPI Audit Resolution]			Yes	X																	
12	2. Were all identified issues of non-compliance corrected by the LEA, including verification and validation by the ESD and OSPI, as soon as possible but no later than one year from identification? [Source - OSPI general supervision, including program reviews, Safety Net, citizen complaints, etc.] (Note: This includes information from ongoing monitoring activities & other public information related to LEA compliance with IDEA 2004.)			Yes	X																	
13	3. Did the LEA submit timely, complete, and accurate data? [Source - LEA-submitted data reports, see rubric] See also the Important Notes above.			87.5%		X																
14	4.1 Did the LEA demonstrate substantial compliance (on SPP Indicators B-11, B-12, and B-13)? [Source - LEA-submitted reports (Ind. B-11 and B-12 - see rubric); OSPI Monitoring and Program Review (Ind. B-13)] See also the Important Notes above. ("n < reqd" means the LEA did not meet the "n" size for that indicator)			B-11: 100.0%	X																	
15				B-12: 100.0%																		
16				B-13: n<reqd																		

Determination Level Rubric TA & Actions CCDDD list

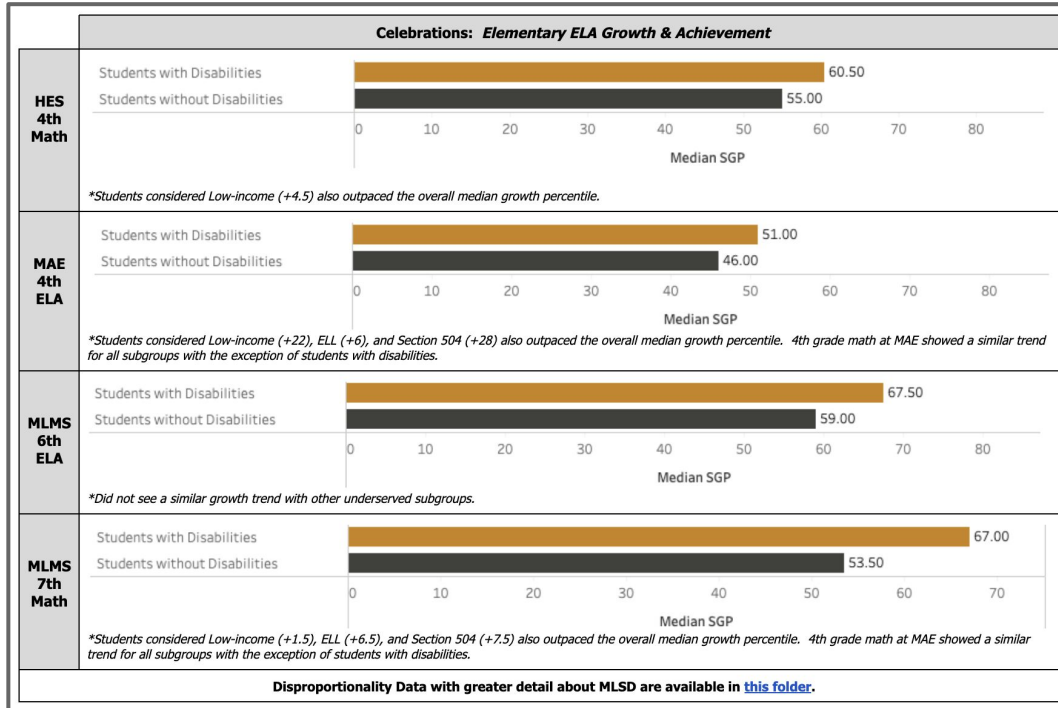
Ready 80%





## Medical Lake School District - Impact

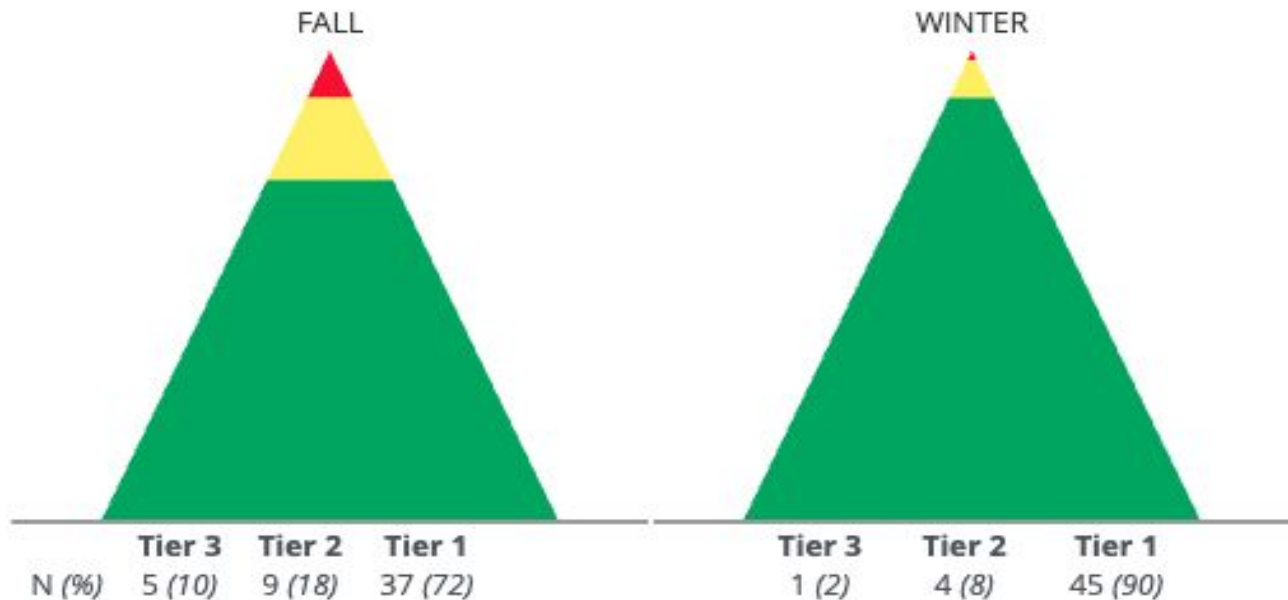
# Indicators of Impact: Scaling Success



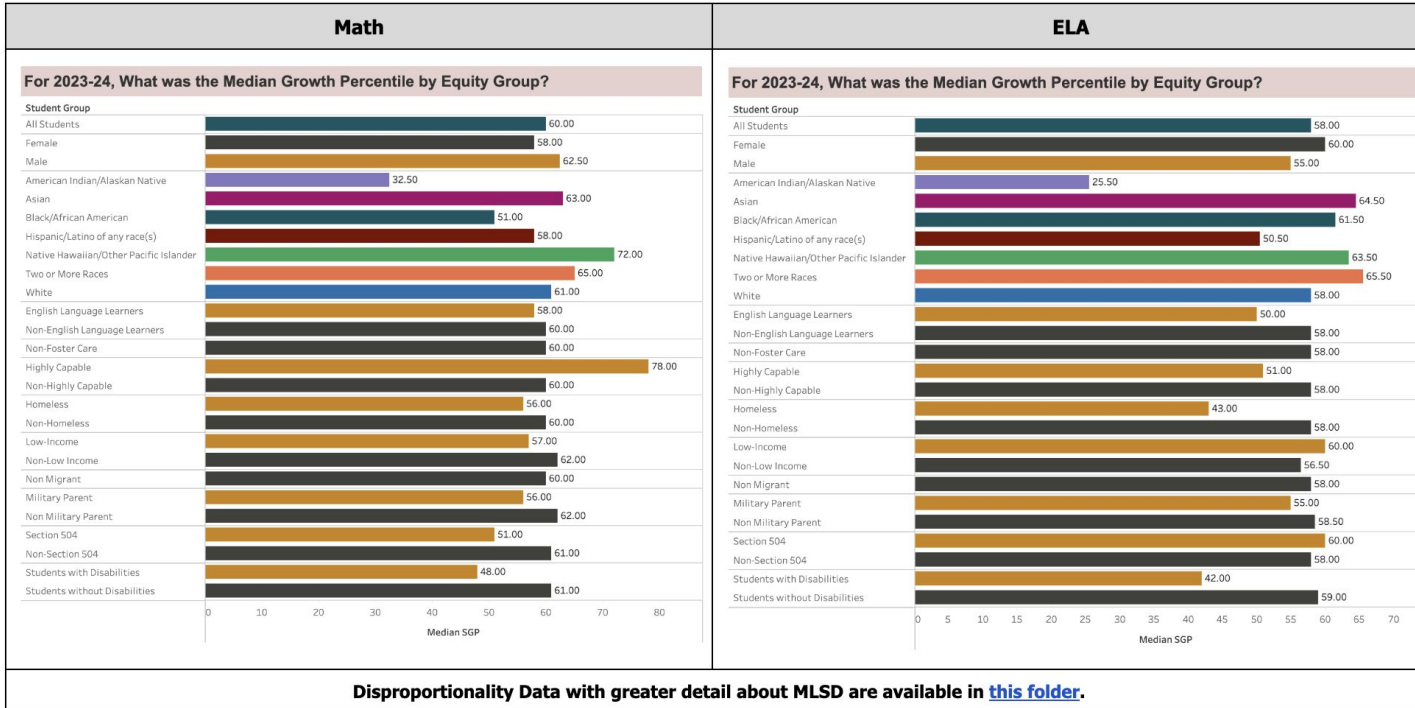


# Indicators of Impact: Scaling Success

MAE:  
4th  
Math  
Fall to Winter



# Indicators of Impact: Disproportionality Data



Disproportionality Data with greater detail about MLSD are available in [this folder](#).

## Subgroups (SGP)

- Math
  - Difference (-6.6)
  - Range 10
- ELA
  - Difference (-6.8)
  - Range 18



# Coversheet

## Technology Services Report

**Section:** VI. Reports and Discussions  
**Item:** D. Technology Services Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Yearly Technology Update 2025.pdf

## Yearly Technology Update

### Website

Josh and Rob have been working with our website vendor, Edlio, to do a complete website refresh. This project is being paid for by the DoDEA Grant. The last refresh was 8 years ago, so it was definitely due! A local web designer, Ryan Stemkoski, has been working with the district and Edlio to guide the design side. The new website will roll out this spring. These are some mock-ups of the school mascots (not the final product).



**Hallett**  
Elementary School



**Medical Lake**  
Middle School



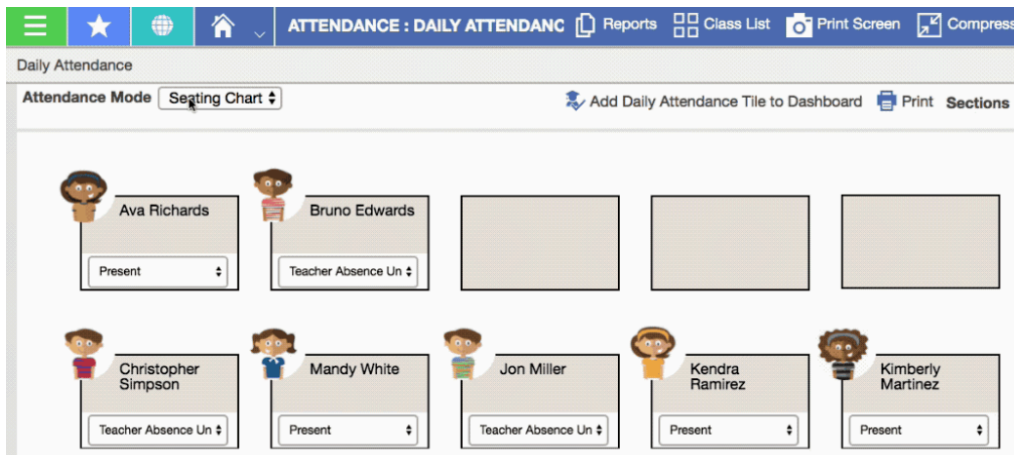
**Michael Anderson**  
Elementary School



**Medical Lake**  
High School

### Qmaltiv

The district is migrating to the newest version of Skyward, our student information system, this summer. It is called Qmaltiv and training started last summer already for the change. There is a team from the district, including finance, HR, payroll, and the student side that has also been doing almost weekly migration training since the beginning of December. The final data migration will happen at the end of July. There will be training for staff offered at the beginning of August.



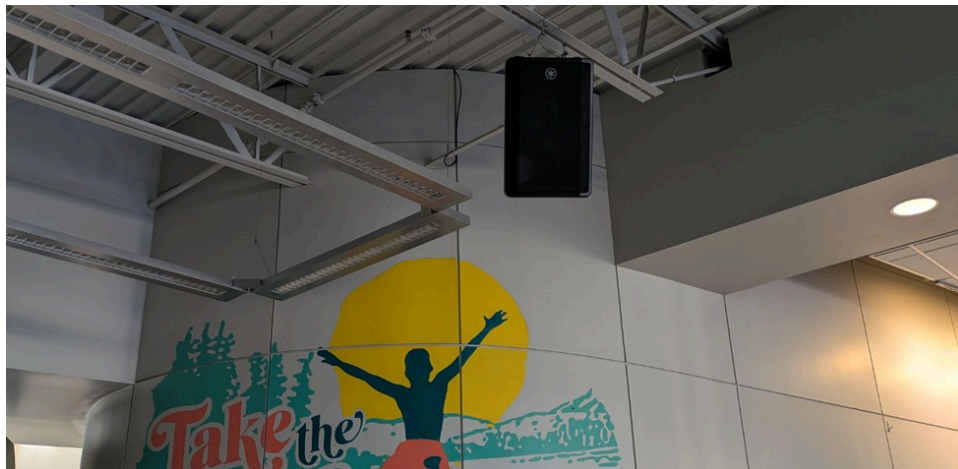
### Chromebooks

This summer's allotment of 375 Chromebooks has already arrived. We will begin prepping these and send them out to the buildings as soon as school's out. We are on a 5 year refresh cycle.



### Middle School Speakers

The team worked with maintenance and the middle school custodians to mount some new speakers in the multi-purpose room. The original speakers were designed for stage productions and could not be heard clearly throughout the space. The additional speakers now fill the whole space with sound from the PA system.



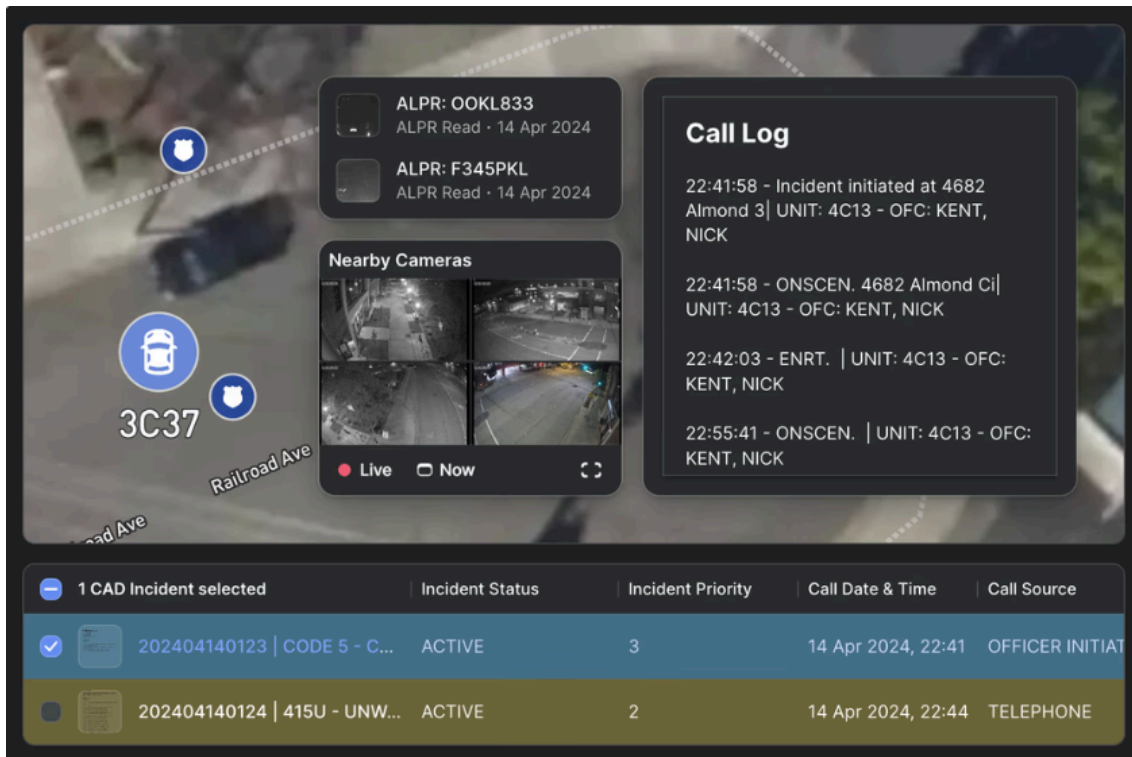
### Bus WiFi

Through funding support through E-Rate the district was able to get wireless added to all of our buses. All the installs are complete except for two buses that have been in for repairs. Our management tools show daily use from the students.



### School Cameras

We are piloting a program with the Spokane County Sheriff's office to provide on demand camera access for emergency situations. We already have an MOU with them for our camera system, but this new program, called Peregrine, will speed up their access in emergency situations. The camera's will be available to them at both the Real Time Crime Center and on the scene.



# Coversheet

## ELL Report

**Section:** VI. Reports and Discussions  
**Item:** E. ELL Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MLSD ELD 24-25.pdf



# Medical Lake School District

English Language  
Development Program Update  
2024-25





# MLSD ELD Program Goals

- Develop English Language Proficiency that enables meaningful access to grade level curricula and instruction
- Provide specialized instruction in collaboration with classroom teachers to teach skills in the 4 Domain areas of Listening, Speaking, Reading and Writing

# MLSD Multilingual Representation

## **Hallett: 5 students**

*4 Spanish*

*1 Danish*

*ELD Building Coordinator - Katrina Boyd*

## **MAE: 8 students**

*3 Chinese*

*1 Japanese*

*2 Spanish*

*1 Filipino*

*1 German*

*ELD Building Coordinator: Freida Cook*

## **MLMS: 8 students**

*2 Russian*

*3 Spanish*

*3 Tagalog*

*ELD Building Coordinator: Heather Reither*

## **MLHS: \*3 students**

*2 Spanish*

*1 Russian*

*ELD Building Coordinator: Tera Hart*

\* Increase of 2 students

# Supportive Mainstream Model

Students receive support in regular classrooms and may receive specialized ELD instruction in small groups based on each student's proficiency and grade level to include strategies such as:

- Read alouds
- Teaching phonics
- Using audiobooks
- Supporting native language
- Encourage reading
- Focus on academic language
- Connect culture and background knowledge
- Promote interaction
- Get to know students

# Professional Development Status

## **Book Study**

*Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners*  
(Honigsfield & Dove)

## **Goals**

- Improve communication, collaboration and planning between ELD and classroom teachers
- Improve instructional practices to support our ELL students
- Improve quality of ELL learning plans

# Annual WIDA ACCESS Assessment (Jan 27 - Mar 1)

## **Four Domains Assessed**

The WIDA ACCESS is administered annually to assess the four domains of language: Listening, Speaking, Reading & Writing which are each scored in the range of 1-6.

## **Levels of Designation**

Students receive an overall score of 1 (entering), 2 (emerging), or 3 (developing), 4 (expanding), 5 (bridging) and 6 (reaching).

## **Exiting Students**

- K-1 students who score a 4+ on WIDA ACCESS will exit ELD services.
- Students in grades 2-12 who score 4.7 on WIDA ACCESS will exit ELD services.
- Students in grades 2-12 who score 4.3 - 4.6 AND score a 3 or 4 on the SBA ELA state assessment will exit services.