



Medical Lake School District #326, WA

Regular Board Meeting

Date and Time

Tuesday October 28, 2025 at 6:00 PM PDT

Location

Medical Lake School District Administration Office

Agenda

	Purpose	Presenter	Time
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I. Opening Items			6:00 PM
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A. Record Attendance

B. Call the Meeting to Order

C. Pledge of Allegiance

D. Approve Agenda ~ With Noted Change Vote

E. What's Right Discuss

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

F. Review the State of the District and Board Discuss
Operating Principles

Purpose

Presenter

Time

Due to an unexpected event, the State of the District and Board Operating Principles were moved from the October 21, 2025 meeting to today's October 28, 2025 meeting.

II. Consent Agenda

- A.** Minutes of the Regular Board Meeting 9/23/2025 Approve
Minutes

- 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

III. Public Comments on Individual Action Items

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

IV. Individual Actions Items

- A.** Board Policy 2020 ~ Course Design Selection Vote
and Adoption; Second Reading

No changes from the first reading.

- B.** Board Policy 2021 ~ Library Information and Vote
Technology Programs; Second Reading

No changes from the first reading.

	Purpose	Presenter	Time
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At the September 23 Board Meeting, Dir. Johnson asked, "what does digital citizenship look like?" and the Superintendent said she'd look into that for the October 28 Board Meeting.

Below is what digital citizenship encompasses.

Digital citizenship includes the ability to use technology and the internet safely, responsibly, and respectfully by adhering to ethical principles, understanding online safety risks, managing one's digital footprint, and engaging in positive and legal online behaviors, such as digital etiquette, empathy, and protecting personal information.

Key Components of Digital Citizenship

Online Safety and Security:

Protecting personal information, recognizing and mitigating online threats (like cyberbullying, scams, and viruses), and securing digital devices.

Ethics and Responsibility:

Behaving lawfully online, respecting intellectual property and copyright, and acting ethically by not damaging others' work or identity.

Digital Literacy and Critical Thinking:

The skills to navigate and understand digital environments, including how the internet works, evaluating information, and understanding user data.

Communication and Etiquette:

Engaging in respectful and kind communication, understanding the importance of digital empathy, and using appropriate language in online interactions.

Digital Footprint and Wellness:

Being aware of the information one leaves online and the long-term implications of their actions, as well as balancing time online and offline for overall well-being.

Digital Rights and Responsibilities:

Understanding both the rights and responsibilities that come with participating in the digital world, including engaging in civic activities and respecting cultural differences.

Community Engagement:

	Purpose	Presenter	Time
	Fostering positive interactions and community in digital spaces, including helping others, reporting unsafe behavior, and promoting a respectful online environment.		
C.	Board Policy 3241 ~ Student Discipline; Second Reading	Vote	
	No changes from the first reading. The discipline matrix mentioned at the September 23 Board Meeting was shared with the Board earlier.		
D.	Board Policy 5641 ~ Student Teachers, Interns and Practicum Students; Second Reading	Vote	
	Board Chair, Dr. Williams-Gilbert noted that the words "and practicum students" should be added in on the second sentence in paragraph 1 to keep the wording consistent throughout the policy. That was added in and is noted by the purple font. Dr. Williams-Gilbert also inquired about background screenings and maintaining student confidentiality for this group. Each college requires background screening and procedures for their students about maintaining confidentiality when in schools prior to placing them. These forms are sent in to HR when they apply for an internship, etc.		
E.	Approve the School Improvement Plans and Board Operating Principles	Vote	
F.	Transfer of Territory Petition	Vote	
G.	Approve 8th Grade Girls to Play On the High School Basketball Team ~ Dawn Eliassen	Vote	
	For the 2024-2025 season, the School Board approved 8th graders to join the High School team. That year, they finished with seventeen active players which included two 8th graders.		
	As of Oct. 7, 2025 we have fifteen players on the roster for the 2025 season, seven of them are freshmen.		
	If approved, 8th graders will be utilized on junior varsity only and only those players who are not actively involved in a sport at the Middle School are eligible. For example, if they are part of the Middle School volleyball program, they are not eligible to join High School basketball until the conclusion of the Middle School volleyball season.		
	Our hope is to gain enough 8th grade players to allow for a full junior varsity roster. At that point we can begin to schedule some additional games against the C teams or		

	Purpose	Presenter	Time
	freshman teams of local schools so that our junior varsity players get playing experience against like teams.		
H.	Approve the High School Cardinal Café Surplus		
	The Board opted to table the surplus approval from September to October to see about the Booster Club borrowing vs buying the red popcorn maker. The other concerns were setting a price on the surplus and whether or not all 3 of the machines are functional. According to the WASBO ASB handbook, the Booster Club purchases the machine, it cannot be stored on school property. They'd have to bring it in and remove it every time. If they choose to borrow instead, we would do a facility use form and then they wouldn't have to worry about transporting and on and off campus. For setting a price, yes, we can set a price for surplus items. As for whether or not the 3 items are functional, Acecia Tweedy said they powered on and appeared to work when she plugged them in. Items for surplus are: Red Popcorn Machine ~ Purchased in 2020 and never used by the current teacher Slushie Machine ~ Purchased prior to 2020 and never used by the current teacher Black Popcorn Machine ~ Purchased prior to 2020 and never used by the current teacher		
V.	Student Representative Oath of Office and Building Reports		
A.	Student Representative Oath of Office ~ Roslyn Lundberg	Discuss	
B.	Student Reports	Discuss	
	• Chuks at Michael Anderson Elementary School • Emma at Medical Lake Middle School • Lilly at Medical Lake High School • Madie at Hallett Elementary School		

VI. Reports and Discussions

Purpose Presenter Time

VII. Board Reports and Discussion

VIII. Superintendent's Report

- A.** Principal Month Proclamation Discuss
- B.** Enrollment Follow-Up Request Discuss

Dr. Headrick was asked the number of "families vs students" when we were reviewing choice out numbers in the enrollment discussion from the September Board Meeting. District Data Coordinator, Carrie Fitch, tallied up the numbers as follows:

- Cheney SD ~ 11
- Cheney HomeWorks ~ 6
- Reardan SD ~ 7
- Reardan Options ~ 5
- Goldendale WA Connections ~ 5
- Cusick Home Pride ~ 1
- Quillayute Insight ~ 3
- Mead Learning Opt ~ 2
- Republic Parent Partner ~ 2
- West Valley SD ~ 3
- Omak SD ~ 1
- Central Valley SD ~ 1
- Starbuck Virtual Prep ~ 1
- WA Digital Academy ~ 2
- WV City School ~ 1
- Harrington SD ~ 1
- Bryant Center ~ 4
- WA Online (South Bend) ~ 1

- **Total 57**

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

	Purpose	Presenter	Time
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 ~ Appeal Hearing

XI. Closing Items

A.	Adjourn Meeting	FYI
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Coversheet

Review the State of the District and Board Operating Principles

Section:	I. Opening Items
Item:	F. Review the State of the District and Board Operating Principles
Purpose:	Discuss
Submitted by:	
Related Material:	Medical Lake School Board Operating Principles.pdf



Medical Lake

SCHOOL DISTRICT

Medical Lake School Board Operating Principles

Derived from the Medical Lake Promise

Based on the core promise of fostering a safe, supportive learning environment, personalized instruction, and a hopeful vision for all students, the Medical Lake School Board will operate under the following principles:

Principle 1: Cultivating a Safe and Inclusive Community

- **Foster a culture of belonging:** Promote inclusivity, respect, and equity among students, staff, and the community by valuing each member's unique experiences and differing perspectives.
- **Prioritize student and staff safety:** Implement policies and procedures that promote physical and emotional safety, addressing bullying, harassment, and discrimination.
- **Build strong partnerships:** Collaborate with parents, guardians, and community members to create a shared commitment to student success.

Possible 2025-26 School Board Goal: Board members will actively monitor quarterly reports on student climate and attendance data (including the 90% attendance rate) and utilize community engagement opportunities to advocate for and communicate the district's comprehensive strategy for promoting student belonging.

Principle 2: Empowering Personalized Learning

- **Focus on individual student needs:** Implement data-driven strategies to tailor instruction to each student's interests, strengths, and challenges.
- **Provide professional development:** Invest in staff development to build capacity in creating safe, inclusive, and personalized learning environments.

Possible 2025-26 School Board Goal: Board members will focus on monitoring evidence of student growth by reviewing school-based assessment data and conducting school visits to observe and discuss the implementation of personalized learning strategies in classrooms and programs.



Medical Lake

SCHOOL DISTRICT

Principle 3: Inspiring Hope and Future Success

- **Set high expectations:** Believe in the potential of every student to achieve their full potential.
- **Post-secondary readiness:** Prepare students for college, career, or military service through rigorous curriculum and guidance.
- **Cultivate a growth mindset:** Foster a culture of resilience, perseverance, and lifelong learning among students, staff and the community.

Possible 2025-26 School Board Goal: *Board members will support and promote post-secondary readiness by creating policy and advocating for resources that expand rigorous curriculum, guidance, and career-connected learning pathways (college, career, and military service).*

Principle 4: Ethical Leadership and Transparency

- **Demonstrate ethical leadership:** Uphold the highest standards of transparency, integrity, and accountability.
- **Ensure fiscal responsibility:** Allocate resources effectively and efficiently to maximize student outcomes.

Possible 2025-26 School Board Goal: *Board members will intentionally utilize the Medical Lake Promise and these Operating Principles when making decisions.*

Operationalizing the Principles

To effectively implement these principles, the School Board will:

- **Align district policies and procedures:** Ensure that all district operations support the core values of the Medical Lake Promise.
- **Monitor student outcomes:** Regularly assess student achievement data to inform decision-making and resource allocation.
- **Communicate effectively:** Maintain open and transparent communication with students, parents, staff, and the community.
- **Seek community input:** Involve stakeholders in the decision-making process to ensure that the district's priorities align with community values.

By adhering to these operating principles, the Medical Lake School Board will create a thriving educational environment where all students can reach their full potential.

Coversheet

Minutes of the Regular Board Meeting 9/23/2025

Section:	II. Consent Agenda
Item:	A. Minutes of the Regular Board Meeting 9/23/2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on September 23, 2025

DRAFT



Medical Lake
School District

Medical Lake School District #326, WA

Minutes

Regular Board Meeting

Date and Time

Tuesday September 23, 2025 at 6:00 PM

Location

Medical Lake School District Administration Office

Directors Present

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

Directors Absent

Laura Parsons

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 Sep 23, 2025 at 6:00 PM.

C. Pledge of Allegiance

D. Approve Agenda

Alexis Alexander made a motion to approve.

Ron Cooper seconded the motion.

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

E. What's Right

II. Consent Agenda

A. Minutes of the Regular Board Meeting 8-26-2025

Alexis Alexander made a motion to approve the minutes from Regular Board Meeting on 08-26-25.

Ron Cooper seconded the motion.

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

B. Approve the Consent Agenda

Alexis Alexander made a motion to approve.

Ron Cooper seconded the motion.

Resignations - Kyle Lundberg ~ Para, High School (effective 9/11/2025); Shari Stevenson ~ Bus Driver, Transportation (effective 8/28/2025);

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 - Victoria Wells ~ Supervisory Assistant, Hallett Elementary (2.0 hours per day, effective 8/26/2025); Emerson Webster ~ General Para, Hallett Elementary (6.5 hours per day, effective 8/26/2025); Tresa Weber ~ Pre-School Para, Michael Anderson Elementary (6.75 hours per day, effective 8/26/2025); Karissa Floyd ~ Pre-School Para, Michael Anderson Elementary (6.75 hours per day, effective 8/26/2025); Jacob Beitingger ~ Assignment Change from Grounds, District to Sped/Behavior Para, Middle School (6.5 hours per day, effective 8/26/2025); Billy Chadwick ~ Cafeteria I, Michael Anderson (5.50 hours per day, effective 8/27/2025); Kelly Roberts ~ Cafeteria I, Michael Anderson (5.0 hours per day, effective 8/27/2025); Jeff Haynes ~ Assignment Change from Lead Custodian at Hallett Elementary to Lead Grounds/Maintenance at the District (effective 9/8/2025); Jefferson French ~ Assignment Change from Lead Custodian at Michael Anderson Elementary to Lead Custodian at Hallett Elementary, (effective 9/16/2025);

Classified Substitutes - None at this time

Extra Curricular Activities - Hank Brower ~ Assistant Baseball Coach, Middle School (effective spring 2026); Catherine Angel ~ Assistant Cross Country Coach, Middle School (effective 8/25/2025); Landon Hall ~ Assistant Boys Basketball Coach, High School (effective for the 2025/2026 season);

Other - None at this time

Teachers Teaching Out of Content Areas:

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 August 29, 2025, warrants 137649 - 137657 in the amount of \$12,674.57;

General Fund/ASB Fund (Accounts Payable) for August 29, 2025, warrants 137658 - 137701 in the amount of \$114,850.12;

General Fund (Accounts Payable) for September 5, 2025, warrants 137702 - 137702 in the amount of \$3,680.82;

General Fund (Accounts Payable) for September 5, 2025, warrants 137703 - 137715 in the amount of \$50,393.43;

General Fund/ASB Fund (Accounts Payable) for September 5, 2025, warrants 137716 - 137752 in the amount of \$174,592.82;

General Fund (Accounts Payable) for September 17, 2025, warrants 137753 - 137754 in the amount of \$14,287.76;

General Fund/ASB Fund (Accounts Payable) for September 17, 2025, warrants 137755 - 137821 in the amount of \$181,691.13;

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

III. Public Comments on Individual Action Items

A. Ryan Grant

Thank you to the School Board for approving 8th graders to play on the High School soccer team at the last meeting. We have 15 players and are at a 3-0 record.

Huge Shout Out to Christy Nauta in HR. Second week of school there was an issue that took a lot of extra time she didn't necessarily have to give. Christy handled the situation with grace and Ryan was very thankful for that.

Ryan also mentioned Ms. Williams and Mr. Tannis and that the work they're doing with the AG program is just awesome. Mr. Grant's son loves the science and wood working classes, and is really loving that portion of his day. There are some great things going on with our CTE program.

IV. Individual Actions Items

A. Board Policy 2020 ~ Course Design Selection and Adoption; First Reading

Ron Cooper made a motion to approve.

Alexis Alexander seconded the motion.

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

B. Board Policy 2021 ~ Library Information and Technology Programs; First Reading

Alexis Alexander made a motion to approve.

Ron Cooper seconded the motion.

Dir. Johnson asked for clarification on what qualifies as "digital citizenship". We will look into that and provide that information at the regular October board meeting.

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

C. Board Policy 3241 ~ Student Discipline; First Reading

Alexis Alexander made a motion to approve.

Ron Cooper seconded the motion.

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

D. Board Policy 5641 ~ Student Teachers, Interns and Practicum Students; First Reading

Ron Cooper made a motion to approve.

Alexis Alexander seconded the motion.

It was noted by Dr. Williams-Gilbert that the sentence stating "the district shall accept student teachers and mental health interns" should include "practicum students" as well to keep the language universal across the document. These changes will be noted for the second reading.

The District will also check into background checks and confidentiality for the afore mentioned students to make sure it is listed in the procedure. If it is not, it will be incorporated into the policy at the second reading as well.

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

E. Approve the Annual Grants

Ron Cooper made a motion to approve.

Alexis Alexander seconded the motion.

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

F.

Approve the Annual Highly Capable Plan

Ron Cooper made a motion to approve.

Alexis Alexander seconded the motion.

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

G. Approve the Home Connections Writing Curriculum

Ron Cooper made a motion to approve.

Alexis Alexander seconded the motion.

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

H. Approve to Surplus Old Curriculum from the Middle School

Alexis Alexander made a motion to approve.

Ron Cooper seconded the motion.

The curriculum will be listed by ESD101 for 2 weeks before it gets released for other outside entities.

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

I. Approve the Surplus Items from the Cardinal Café

Wendy Williams-Gilbert made a motion to table.

Alexis Alexander seconded the motion.

The school board opted to table the Cardinal Café surplus to allow time to look into the Booster Club "borrowing vs. purchasing" the red popcorn machine. The question was also asked if the black popcorn and slushy machine work, and is it possible to recommend we add a dollar amount to all items.

The motion unanimously did not carry.

J. Approve the High School Volleyball Uniform Surplus

Alexis Alexander made a motion to approve.

Ron Cooper seconded the motion.

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

V. Reports and Discussions

A. Summer Maintenance Projects Report ~ Chris Harris

Chris Harris started as the new supervisor for the Medical Lake School District last month. He asked the building leads to help with the summer projects list this year. Each building had annual maintenance of their fire extinguishers. Sprinkler systems and pumps were replaced/repared and tested.

All the building custodians did a great job going through their buildings replacing things they could and made note of things needing to be done, making sure to note urgency, if any.

Next year, the list will be less generalized and more in depth.

B. Fall Sports Report ~ Dawn Eliassen

Dawn Eliassen was unable to speak to her report as she was out for the day. Dr. Headrick read the following notes to the Board.

There are 150 kids turning out for a sport this fall. Dr. Headrick noted those sports are; football, volleyball, girls soccer, and cross country.

Girls soccer numbers are back up after last year. When Dawn wrote the notes, our team was 2-0, but are currently 3-0.

We have enough swimmers to field a relay team this year with our Cheney Co-Op. The returning swimmers are super excited about that.

Coaches in the program have chosen five attributes to answer the question, "who are we?" They said Cardinals are respectful, discipline, motivated, coachable, and responsible. Each week they'll be awarding *Cardinal Credit* to recognize athletes for stand out displays of one of the traits.

C. Home Connections Update ~ Rob Haugen

Big "thank you for Ryan Grant and Malenna," they've been amazing partners in the work and passionate about getting it going. Malenna keeps them on track with curriculum orders, it's been fun but challenging. Catherine Donnelly, from the Wellness Center, has experience as a home school parent, and Barry Warren from Michael Anderson is coming onboard to help. We currently have 18 students enrolled; 5 in first grade, 1 second grader, 2 third graders, 4 fifth graders, and 6 sixth graders.

We receive emails daily from people interested in the program, even 2 originally choicing out to Cheney have come back to Medical Lake for our Home Connections program.

Ryan said conversations with families have been really authentic. Families feel like they're being heard and appreciate the options presented to them when choosing their curriculum. We've made great contacts with homeschool co-ops on base and around town, letting them know we hear them and are here to support them. This is thanks in part to Dr. Headrick for opening the door to this option a few years back. Ryan went on to thank Malenna for all her work, she's a "rock star" with reaching out to families and getting things ordered.

Next step is working on enrichment classes for our families during the week, with work first and at work. We also have some field trips planned for educational purposes and community building for families that want to connect with each other. We've connected

with a program on base and invite them to come meet with our families and be part of our program.

We feel we are in a good place and will continue to grow. Mr. Haugen followed up with inviting the school board to attend field trips if they're interested.

D. August Board Meeting Follow-Up ~ Robert Haugen

Following up with the sex trafficking requirement we discussed from the August board meeting. RCW 28A.320.168 requires school districts to engage students in instruction around sex trafficking at least once between 7th grade and graduation.

Mr. Haugen shared the guide from OSPI and noted that both Dr. Vincent at the High School and Mr. Buckley at the Middle School are working together to integrate it into current curriculum and classes. Students will have access to it this year through courses already offered. At the Middle School the staff will figure out how it will be integrated into human growth and development, which seems to be a natural place for that. There are opportunities to meet with families ahead of time so they're aware of instructions taking place. At the High School, it might be in the health class where it would create a natural connection to an already existing course.

The guidance from OSPI is good, as you read through it, there's been a lot of thought of what is age appropriate and how much information is available to students and and at what point.

E. Levy and Tax Update ~ Chad Moss & DA Davidson

Dr. Headrick began by talking about the facility planning committee two weeks ago where they talked about what are our options, what are our needs. They went through things with OAC Construction Management around big ticket items. There is a need for fire updates and roofing at Michael Anderson, a chiller at Hallett, and a boiler, potentially at both elementary schools, there is just a large laundry list.

Further conversations were held around what we will do for a wrestling room as well as the High School track. We recognize those costs exceed what we can bring in with our current capital projects levy. Our team also knows our current bond matures in 2028. From the Study and Survey Committee earlier, we know that Hallett is reaching its 30 year mark, which is a typical time (age-wise) for us to do to full renovations. There are needs in that building around additional classroom space, carpet and all those types of "refurbish items" and weather or not we end up with the opportunity to do State match. OAC Construction Management, that supports school districts is working closely with legislators in reworking the language around State match for construction support. That language will be going to the legislature most likely this year, most certainly next year, when we are in a biennium year, around creating a school construction system that is more equitable. That would help our need for balance where we have 1 school on base.

Dr. Headrick introduced Cory Plager with DA Davidson who has worked with Mr. Moss to create a brief slide deck to lay out where our District is at and possible options available to us.

Cory Plager put together a short presentation to set the stage upfront, and remind the Board where the District is currently sitting with tax rates with the bonds maturing, finally showing a couple options for consideration. Cory's slides included a capital projects levy option and a bond option. He said a levy is like a car loan, it is a great solution for small things, great for projects that aren't urgent, something that can be done over 4 -5 years. A bond is like a mortgage that you can stretch out over 20 - 30 years. This comparison was meant to give everyone a better understanding on their functions and how they'd work.

Last time Cory was at an MLSD Board Meeting, was October 2024, he came to discuss the impact of the fires. Currently we are seeing new construction above and beyond just repairing an existing home. People are doing more than their insurance covered, creating the second highest new construction on record for Medical Lake. That current 3% growth has created a new level of tax rates going into 2026. Cory's slides projected costs for the EP&O levy, technology levy and bond per \$1000 of assessed property value for the upcoming year, as well as scenarios for adding a second levy and/or replacing the bond and how to go about that with the least amount of increase for tax payers.

The Board and District Administration will need to think about what is best for community but what also benefits the schools in the upcoming months.

VI. Board Reports and Discussion

A. NAFIS Meeting ReCap

Dr. Williams-Gilbert said NAFIS was a great experience. They were able to speak with Cantwell's office and Murray's office about Impact Aid. Dr. Headrick created a one page letter that really highlighted all the things we are doing in Medical Lake. There was a lot of interest from Baumgartner's office about the work we were doing around our schools and felt it was a pretty positive trip.

The biggest thing that was great, is our choice-out data, Michael Anderson has the lowest choice-out of all our schools, which is awesome. There is chatter that military families aren't choosing their students into military impacted schools, for us, that is not the case. 80-85% are choosing into their local schools vs. private schools.

Leadership trainings were plentiful and great, it's good to meet with directors from across the country to hear how things are going for them and what they're doing in their districts.

Director Cooper noted that we are lucky with our legislators, most are pretty supportive of impact aid so it's nice to be able to talk to them knowing they will be talking about it in legislative meetings.

Dr. Headrick felt they made good connections with the educational aide for Congressman Baumgartner's office. She said they had the opportunity to provide education for the new legislators coming on board, and about the general impact their decisions have on our district.

School Liaison Officer Steve McMullen was there and he noted that 53% of our student population is military connected. That means that 43% of all federally connected students across Spokane County are within our district, that's out of 13 districts.

VII. Superintendent's Report

A. Enrollment Update

We budgeted conservatively for 1675 students to include 20 ALE families. Currently, we are sitting right about where we budgeted which is 22 students below where we started last year and 12 students below where we ended last year. It is essentially a decline, Carrie Fitch, our data analyst dug in, looking across years and across buildings to see where kids are going, and what are our choice-in numbers versus choice-out. We also wanted to see what is our "local" student population. We've noted that over the last few years, our kindergarten enrollment is down 15 from where we are traditionally.

Dr. Headrick then took that information and asked AI to assist in creating an analysis, which is the document included in the board packet. The data shows we have had an increase of students choice-out from 2022 to current with 63 in 2022 to 104 this year. The question then became, "where did those students go?" The spread sheet shows schools where students have choiced to, which points to a significant number of families going to alternative learning programs. Dr. Headrick noted that these numbers do not include our intent-to-homeschool families, which is why the District needs to lean into our home connections, because this is what families are choosing this year. She said we need to catch up and realize this is what our families are choosing. We were excited that a few students who had choiced out to Cheney HomeWorks had come back for our Home Connections program.

Dr. Williams-Gilbert asked how many families this represents in regards to the total number of students vs "families." Dr. Headrick said she would have the number for her at the next board meeting.

It was also noted, currently we have approximately 300 students who choice-in to our district from other districts.

Some of the virtual programs families are choosing are well established, and have been around for several years which has built up their reputations.

B.

Legislative Updates

Dr. Headrick's updates were noted with the School Board's NAFIS report.

VIII. Closing Items

A. Adjourn Meeting

Ron Cooper made a motion to adjourn.

Alexis Alexander seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:42 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:	Consent Agenda.pdf Financials.pdf enrollment.pdf

10.28.2025 ~ Consent Agenda

Resignations - Tory Carl ~ Wrestling Coach, Middle School (effective 9/16/2025); Darcy Schlotfeldt ~ Assistant Volleyball Coach, Middle School (effective 9/24/2025); Camilla Smith ~ School Nurse, Michael Anderson Elementary (effective 12/1/2025); David Hellenenthal ~ Bus Driver, Transportation (effective 10/6/2025); Sam Petersen ~ Teacher, Middle School (retiring effective end of the 2025/2026 school year); Laurie Smith ~ Para, Hallett Elementary (effective 10/17/2025); Darcy Schlotfeldt ~ Nutrition Services Temporary Support Data Entry/Phones & ESY - Temporary Support (effective 10/24/2025); Mathew Houn ~ Weights/Fitness, High School (retiring effective end of the 2025/2026 school year);

Leaves - Darlene Starr (Medical Leave effective 10/14/2025 - 1/5/2026);

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 - Darcy Schlotfeldt ~ Nutrition Services Temporary Support Data Entry/Phones (2.0 hours per day, Nutrition Services Building 7:00 am - 9:00 am) ESY- Temporary Support (9/11/2025 - 11/30/2025); Cami Ortega ~ ELL Para, Middle School (1 year only, 2.75 hours per day, Tues/Wed/Thurs only, effective 10/1/2025); Jeff Kelley ~ Lead Custodian, Michael Anderson Elementary (effective 10/6/2025); Aidan Niblock ~ Assignment Change from Substitute/Seasonal Custodial to 0.50 FTE/Middle School and 0.50 FTE/High School (effective 11/1/2025); Doug Kuszmaul ~ Special Education Para, Hallett Elementary (6.5 hours per day, 1 year only, effective 10/15/2025); Jesseca Foss ~ Special Education Para, Hallett Elementary (6.5 hours per day, 1 year only, effective 10/15/2025); Julie Shrum ~ Special Education Para, Hallett Elementary (6.5 hours per day, 1 year only, effective 10/15/2025); Georgia Bjornson ~ Special Education Para, Hallett Elementary (6.5 hours per day, 1 year only, effective 10/15/2025); Maria Avelendas ~ Special Education Para, Michael Anderson Elementary (6.5 hours per day, 1 year only, effective 10/15/2025); Tristan Tonasket ~ Special Education Para, Michael Anderson Elementary (6.5 hours per day, 1 year only, effective 10/15/2025); Anna DeMarco ~ Special Education Para, Michael Anderson Elementary (6.5 hours per day, 1 year only, effective 10/15/2025); Kim Marie Glick ~ Special Education Para, Middle School (6.5 hours per day, 1 year only, effective 10/15/2025); Mary Carrington ~ Licensed Nurse, Michael Anderson Elementary (effective 10/20/2025); Margarita Jennings ~ ECEAP Family Support Specialist, District (20 hours per week, effective 10/6/2025);

Classified Substitutes - None at this time

Extra Curricular Activities - Matt Bergman ~ Assistant Wrestling Coach, Middle School (effective winter 2025); Halle Barsness ~ Assistant Volleyball Coach, Middle School (effective winter 2025);

Other - None at this time

Teachers Teaching Out of Content Areas:

Staff Travel: None at this time

Board Member Compensation: Laura Parsons (12/30/2025 - 10/21/2025); Ron Cooper (6/30/2025 - 10/21/2025);

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 September 30, 2025, warrants 137822 - 137827 in the amount of \$10,350.09;

General Fund (Payroll/Accounts Payable) for September 30, 2025, warrants 137828 - 137847 in the amount of \$698,043.94;

General/ASB Fund (Accounts Payable) for September 30, 2025, warrants 137848 - 137897 in the amount of \$128,574.48;

General/ASB Fund (Accounts Payable) for October 17, 2025, warrants 137898 - 137992 in the amount of \$361,872.26;

Budget Status Report

2025-2026		MEDICAL LAKE SCHOOL DISTRICT				
Basis of Accounting: Fund Balance		Account Codes: Agency		Fund Code: 10		
Reporting Month: September		Budget Type: Revised		Fund Description: General Fund		
A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	2,023,005	52,983.06	52,983.06		1,970,021.94	2.62
2000 LOCAL SUPPORT NONTAX	317,715	33,938.48	33,938.48		283,776.52	10.68
3000 STATE - GENERAL PURPOSE	19,553,637	1,619,034.04	1,619,034.04		17,934,602.96	8.28
4000 STATE - SPECIAL PURPOSE	6,406,848	517,277.73	517,277.73		5,889,570.27	8.07
5000 FEDERAL - GENERAL PURPOSE	2,762,534	0.00	0.00		2,762,534.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	1,736,261	(45,039.26)	(45,039.26)		1,781,300.26	(2.59)
7000 REVENUES FR OTH SCH DIST	0	0.00	0.00		0.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	0.00	0.00		0.00	0.00
9000 OTHER FINANCING SOURCES	0	0.00	0.00		0.00	0.00
Total	32,800,000	2,178,194.05	2,178,194.05		30,621,805.95	6.64
B. EXPENDITURES						
00 Regular Instruction	18,103,196	1,555,142.22	1,555,142.22	381,132.81	16,166,920.97	10.70
10 Federal Stimulus	0	1,183.84	1,183.84	0.00	(1,183.84)	0.00
20 Special Ed Instruction	4,495,659	398,884.82	398,884.82	2,273.20	4,094,500.98	8.92
30 Voc. Ed Instruction	1,165,034	86,324.97	86,324.97	209.95	1,078,499.08	7.43
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	948,535	61,382.67	61,382.67	0.00	887,152.33	6.47
70 Other Instructional Pgms	354,603	17,583.11	17,583.11	0.00	337,019.89	4.96
80 Community Services	594,553	50,147.02	50,147.02	194.53	544,211.45	8.47
90 Support Services	7,938,420	628,809.37	628,809.37	1,789,444.78	5,520,165.85	30.46
Total	33,600,000	2,799,458.02	2,799,458.02	2,173,255.27	28,627,286.71	14.80
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	0.00	0.00			
D. OTHER FINANCING USES (GL 535)	0	0.00	0.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	(800,000)	(621,263.97)	(621,263.97)		178,736.03	(22.34)
F. TOTAL BEGINNING FUND BALANCE	4,105,195		4,178,812.27			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			0.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,305,195		3,557,548.30			

Budget Status Report

2025-2026		MEDICAL LAKE SCHOOL DISTRICT	
Basis of Accounting: Fund Balance		Account Codes: Agency	Fund Code: 10
Reporting Month: September		Budget Type: Revised	Fund Description: General Fund
I. ENDING FUND BALANCE ACCOUNTS			
G/L 810 Restricted For Other Items	0		0.00
G/L 815 Restrict Unequalized Deduct Rev	0		0.00
G/L 821 Restrictd for Carryover	0		0.00
G/L 823 Restricted for Carryover of Transition to Kindergarten	0		0.00
G/L 825 Restricted for Skills Center	0		0.00
G/L 828 Restricted for C/O of FS Rev	0		0.00
G/L 830 Restricted for Debt Service	0		0.00
G/L 835 Restrictd For Arbitrage Rebate	0		0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	100,000		64,681.19
G/L 845 Restricted for Self-Insurance	0		0.00
G/L 850 Restricted for Uninsured Risks	0		0.00
G/L 870 Committed to Other Purposes	0		0.00
G/L 872 Committd to Econmc Stabilizatin	0		0.00
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0		0.00
G/L 875 Assigned Contingencies	0		0.00
G/L 884 Assigned to Other Cap Projects	0		0.00
G/L 888 Assigned to Other Purposes	0		0.00
G/L 890 Unassigned Fund Balance	3,205,195		3,492,867.11
G/L 891 Unassigned Min Fnd Bal Policy	0		0.00
Total	3,305,195		3,557,548.30

Differences 0 0.00

Budget Status Report

2025-2026		MEDICAL LAKE SCHOOL DISTRICT					
Basis of Accounting: Fund Balance		Account Codes: Agency		Fund Code: 20			
Reporting Month: September		Budget Type: Revised		Fund Description: Capital Projects			
A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent	
1000 Local Taxes	587,324	15,034.72	15,034.72		572,289.28	2.56	
2000 Local Support Nontax	7,500	1,072.39	1,072.39		6,427.61	14.30	
3000 State - General Purpose	0	0.00	0.00		0.00	0.00	
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00	
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00	
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00	
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00	
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00	
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00	
Total	594,824	16,107.11	16,107.11		578,716.89	2.71	
B. EXPENDITURES							
10 Sites	375,000	0.00	0.00	0.00	375,000.00	0.00	
20 Buildings	483,351	0.00	0.00	0.00	483,351.00	0.00	
30 Equipment	0	0.00	0.00	0.00	0.00	0.00	
40 Energy	0	0.00	0.00	0.00	0.00	0.00	
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00	
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00	
90 Debt	0	0.00	0.00	0.00	0.00	0.00	
Total	858,351	0.00	0.00	0.00	858,351.00	0.00	
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	0.00	0.00				
D. OTHER FINANCING USES (GL 535)	0	0.00	0.00				
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	(263,527)	16,107.11	16,107.11		279,634.11	(106.	
F. TOTAL BEGINNING FUND BALANCE	268,527		320,055.75				
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			0.00				
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	5,000		336,162.86				

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Budget Status Report

2025-2026		MEDICAL LAKE SCHOOL DISTRICT			
Basis of Accounting: Fund Balance		Account Codes: Agency		Fund Code: 20	
Reporting Month: September		Budget Type: Revised		Fund Description: Capital Projects	
I. ENDING FUND BALANCE ACCOUNTS					
G/L 810 Restricted For Other Items	0				0.00
G/L 825 Restricted for Skills Center	0				0.00
G/L 830 Restricted for Debt Service	0				0.00
G/L 835 Restrictd For Arbitrage Rebate	0				0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0				0.00
G/L 850 Restricted for Uninsured Risks	0				0.00
G/L 861 Restricted from Bond Proceeds	0				0.00
G/L 862 Committed from Levy Proceeds	0			38,024.81	
G/L 863 Restricted from State Proceeds	0			0.00	0.00
G/L 864 Restricted from Fed Proceeds	0			0.00	0.00
G/L 865 Restricted from Other Proceeds	(858,351)			(384,362.09)	
G/L 866 Restrictid from Impact Proceeds	0			0.00	0.00
G/L 867 Restricted from Mitigation Fees	0			0.00	0.00
G/L 869 Restricted fr Undistr Proceeds	0			0.00	0.00
G/L 870 Committed to Other Purposes	0			0.00	0.00
G/L 889 Assigned to Fund Purposes	863,351			682,500.14	
G/L 890 Unassigned Fund Balance	0			0.00	
Total	5,000			336,162.86	
Differences					
	0			0.00	

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Budget Status Report

2025-2026		MEDICAL LAKE SCHOOL DISTRICT				
Basis of Accounting: Fund Balance		Account Codes: Agency		Fund Code: 30		
Reporting Month: September		Budget Type: Revised		Fund Description: Debt Service Fund		
A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	1,563,560	41,494.23	41,494.23		1,522,065.77	2.65
2000 Local Support Nontax	10,000	3,708.95	3,708.95		6,291.05	37.09
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	1,573,560	45,203.18	45,203.18		1,528,356.82	2.87
B. EXPENDITURES						
Matured Bond Expenditures	1,340,000	0.00	0.00	0.00	1,340,000.00	0.00
Interest On Bonds	209,200	0.00	0.00	0.00	209,200.00	0.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	24,360	350.00	350.00	0.00	24,010.00	1.44
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	1,573,560	350.00	350.00	0.00	1,573,210.00	0.02
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	0.00	0.00			
D. OTHER FINANCING USES (GL 535)	0	0.00	0.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	0	44,853.18	44,853.18		44,853.18	0.00
F. TOTAL BEGINNING FUND BALANCE	1,177,000		1,218,374.98			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			0.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	1,177,000		1,263,228.16			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	1,177,000		1,263,228.16			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	1,177,000		1,263,228.16			
Differences	0		0.00			
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Budget Status Report

2025-2026		MEDICAL LAKE SCHOOL DISTRICT			
Basis of Accounting: Fund Balance		Account Codes: Agency		Fund Code: 90	
Reporting Month: September		Budget Type: Revised		Fund Description: Transportation Vehicle Fund	
A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Percent
1000 Local Taxes	0	0.00	0.00		0.00
2000 Local Nontax	5,000	1,452.82	1,452.82	3,547.18	29.06
3000 State - General Purpose	0	0.00	0.00	0.00	0.00
4000 State - Special Purpose	250,000	0.00	0.00	250,000.00	0.00
5000 Federal - General Purpose	0	0.00	0.00	0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00	0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00	0.00	0.00
9000 Other Financing Sources	0	0.00	0.00	0.00	0.00
Total	255,000	1,452.82	1,452.82	253,547.18	0.57
B. 9900 TRANSFERS IN FROM GF	0	0.00	0.00	0.00	0.00
C. Total REV./OTHER FIN. SOURCES	255,000	1,452.82	1,452.82	253,547.18	0.57
D. EXPENDITURES					
Type 30 Equipment	370,673	0.00	0.00	0.00	0.00
Type 40 Energy	0	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00
Total	370,673	0.00	0.00	370,673.00	0.00
E. OTHER FIN. USES TRANS. OUT (GL 536)	0	0.00	0.00		
F. OTHER FINANCING USES (GL 535)	0	0.00	0.00		
G. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	(115,673)	1,452.82	1,452.82	117,125.82	(101.
H. TOTAL BEGINNING FUND BALANCE	122,000		476,882.30		
I. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			0.00		
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	6,327		478,335.12		

Budget Status Report

2025-2026		MEDICAL LAKE SCHOOL DISTRICT	
Basis of Accounting: Fund Balance		Account Codes: Agency	Fund Code: 90
Reporting Month: September		Budget Type: Revised	Fund Description: Transportation Vehicle Fund
K. ENDING FUND BALANCE ACCOUNTS			
G/L 810 Restricted For Other Items		0	0.00
G/L 819 Restricted for Fund Purposes		6,327	478,335.12
G/L 830 Restricted for Debt Service		0	0.00
G/L 835 Restrictd For Arbitrage Rebate		0	0.00
G/L 850 Restricted for Uninsured Risks		0	0.00
G/L 889 Assigned to Fund Purposes		0	0.00
G/L 890 Unassigned Fund Balance		0	0.00
Total		6,327	478,335.12
Differences		0	0.00

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	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	70	70.00	73	73.00																	72	71.50
One	89	89.00	91	90.05																	90	89.53
Two	80	80.00	80	80.00																	80	80.00
Three	89	89.00	89	89.00																	89	89.00
Four	86	86.00	86	85.04																	86	85.52
Five	73	72.77	72	71.77																	73	72.27
HALLETT	487	486.77	491	488.86																	489	487.82
K	65	65.00	65	65.00																	65	65.00
One	64	64.00	64	64.00																	64	64.00
Two	45	45.00	47	47.00																	46	46.00
Three	44	44.00	46	46.00																	45	45.00
Four	58	58.00	60	60.00																	59	59.00
Five	43	43.00	44	44.00																	44	43.50
ANDERSON	319	319.00	326	326.00																	323	322.50
Five																						
Six	127	126.36	127	126.36																	127	126.36
Seven	126	126.00	127	127.00																	127	126.50
Eight	124	123.49	125	125.00																	125	124.25
MLMS	377	375.85	379	378.36																	378	377.11
Seven																						
Eight																						
Nine	117	116.17	121	121.00																	119	118.59
Ten	106	106.00	108	108.00																	107	107.00
Eleven	109	85.81	109	87.05																	109	86.43
Twelve	126	103.90	132	107.11																	129	105.51
MLHS	458	411.88	470	423.16																	464	417.52
TOTAL Basic Enrollment	1,641	1,593.50	1,666	1,616.38																	1,654	1,604.94
Hallett	5	5.00	9	9.00																	7	7.00
Anderson	3	3.00	3	3.00																	3	3.00
MLMS	13	10.57	19	16.72																	16	13.65
Connect+ (ALE)	21	18.57	31	28.72																	26	23.65
Nine	1	0.52	2	1.37																	2	0.95
Ten	6	5.16	6	5.16																	6	5.16
Eleven	2	0.69	6	2.70																	4	1.70
Twelve	6	2.53	9	4.88																	8	3.71
Connect+ (ALE)	15	8.90	23	14.11																	19	11.51
RS	-	-	28																			
RS Only	-	-	13																			
RS Non-Voc	-	-		37.59																		
RS Voc.	-	-		0.33																		
TK	36	36.00	36	36.00																	36	36.00
K-21 SpEd	211		220																		216	
3-5 SpEd	18		20																		19	
SpEd TK	8		7																		8	
Total SpEd	237		247																		242	
E-672	1	1.00	2	2.00																	2	1.50
Total Pre-School	62		62																		62	
ESL	22		27																		25	
MS Voc.Ed.	-																					
HS Voc.Ed.	-	114.33		112.10																		113.22
Open Doors	-	-	1																		1	
O.D. Voc	-	-																				
O.D. Non V	-	-		1.00																		0.50

Coversheet

Board Policy 2020 ~ Course Design Selection and Adoption; Second Reading

Section:	IV. Individual Actions Items
Item:	A. Board Policy 2020 ~ Course Design Selection and Adoption; Second
Reading	
Purpose:	Vote
Submitted by:	
Related Material:	2020 Essential Revised 5_20_2025 (1).pdf

Medical Lake School District Board Policy

2020

1

Course Design Selection and Adoption

The board recognizes its responsibility ~~for the improvement and growth of the educational program of the schools. To this end, the course designs shall be evaluated, adapted~~ improving and growing the schools' educational programs. To this end, course designs will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students skills and knowledge to achieve college and career readiness.

Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content to supporting students' skill development towards state learning standards. Course design involves providing teachers with appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, and skills, and/or to develop cognitive processes and meet state learning standards. Their Instructional materials, used to help students meet state learning standards, may be printed or digital and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types, from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.

Alternative Core Materials are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Instructional Materials are used in conjunction with the core instructional materials of a course that are not expressly required by the school or district and are instead selected at a teacher's discretion. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of

Medical Lake School District Board Policy**2020****2**

temporary supplemental materials for ~~time periods of~~ over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and the scope of the material.

Instructional Materials Committee is the body that ~~recommends~~ ~~makes~~ core instructional materials ~~adoption~~ ~~recommendations~~ to the ~~School~~ board based on superintendent-established procedures.

Course Design

The superintendent or designee shall establish procedures for course design that:

Provide for the regular review of selected content areas and implementation of any suggested changes ~~and~~ ~~Provide~~ for ~~the~~ involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials shall be selected in conformance with:

applicable state and federal laws;

goals and ~~or~~ learning standards of the district and state, and

~~Procedures established by the instructional materials committee which address the criteria detailed in the~~ ~~corresponding~~ Procedure 2020P.

The board is responsible for ~~the~~ ~~adoptioning of all~~ core ~~instructional~~ materials used in the district.

The superintendent or designee will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent or designee will ensure ~~that a listing of all core instructional materials used within the school curriculum is maintained in the district and is available for public review either in-person~~ the district maintains a list of all core instructional materials used within the school curriculum and that it is available for public review in person or online.

The board intends for the superintendent to delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the district's professional staff. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests.

Cross References:

Board Policy 2027

District Ownership of Staff-Created Work

Legal References:

RCW 28A.405.060

Course of study and regulations - Enforcement -
Withholding salary warrant for failure

RCW 28A.345.130

Model policy and procedure for instructional materials -

Medical Lake School District Board Policy

2020

3

	Diverse and inclusive curricula
RCW 28A.320.235	Supplemental instructional materials - Policies and procedures - Definitions
RCW 28A.320.233	Student Materials - Denial based on protected class prohibited - Complaint procedure
RCW 28A.320.230	Instructional materials — Instructional materials committee Complaint system
RCW 28A.320.170	Curricula - Tribal history and culture as amended by SSB 5433
RCW 28A.150.230	Basic Education Act — District school directors' responsibilities
RCW 28A.640	Sexual Equality
RCW Chpt 28A.642 RCW	Discrimination prohibition
WAC 392-190-055	Textbooks and instructional materials - Scope Instructional materials policy- Elimination of bias
WAC 180-44-010	Responsibilities related to instruction

Adoption Date: 11.28.06; 09.20.11; 06.15; 02.16;

Medical Lake School District

Revised: 04.99; 06.11; 04.15; 12.15; 05.25;

Coversheet

Board Policy 2021 ~ Library Information and Technology Programs; Second Reading

Section:	IV. Individual Actions Items
Item:	B. Board Policy 2021 ~ Library Information and Technology Programs;
Second Reading	
Purpose:	Vote
Submitted by:	
Related Material:	2021 Essential Revised 5.22.2025 (1).pdf

Medical Lake School District Board Policy**2021****1****Library Information and Technology Programs**

The ~~purpose of the Medical Lake School District library information and technology programs is to~~ district's library information and technology programs provide a broad, flexible array of services, resources, and instruction that support student mastery of ~~the essential academic learning requirements and~~ state standards in all subject areas. The programs include resources that promote a positive impact on student learning, like a variety of resources for reading advocacy, student communication skills, and electronic and print information. ~~The programs will provide a broad, flexible array of services, resources and instruction.~~

The district's library and technology programs are staffed by teacher-librarians.

Teacher librarians will ~~Library media staff shall~~ collaborate as instructional partners and informational specialists with classroom teachers to develop student's information and technology skills. ~~Staff shall assist help~~ all students ~~in meeting~~ content goals in all subject areas and assist high school students ~~with graduation requirements, specifically the culminating project and the~~ in completing their high school and beyond plans. ~~Library/media staff will assist students and teachers by providing access to materials and securing information from other sources.~~

Additionally, teacher-librarians' duties may include, but are not limited to, integrating information and technology into curriculum and instruction; providing instruction to students and staff regarding the use of emerging learning technology; providing instruction to students about the appropriate use of computers and mobile devices at school; helping teachers and staff access and use information ethically; instructing students in digital citizenship; promoting a culture of reading within the school community; and providing individual support and guidance for students.

The superintendent will ~~shall~~ establish procedures for ~~the selection of~~ selecting library materials with the understanding that media literacy resources will consist of a balance of sources and perspectives. ~~Citizens~~ Parents who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in 2021P understanding that the criteria and rationale for reconsidering library resources differ from those for reconsideration classroom instructional materials.

Cross References:

Board Policy 2020	Course Design, Selection and Adoption of Instructional Materials
Board Procedure 2020P	Course Design, Selection and Adoption of Instructional Materials

Legal References:

WAC 392-204	Library Media Centers
RCW 28A1320.230	Instructional Materials - Instructional materials committee - Compliant System
RCW 28A.320.235	Supplemental instructional materials—Policies and procedures—Definitions
RCW 28A.320.240	School library information and technology programs — Resources and materials — Teacher-librarians

Medical Lake School District Board Policy

2021

2

WAC 392-204-005	Purpose and authority
WAC 392-204-009	Definitions
WAC 392-204-020	School library information and technology program
WAC 392-204-025	Services
WAC 392-190-055	Textbooks and instructional materials — Scope — Elimination of sex bias — Compliance timetable

Management Resources:

2025 April Policy News

Policy News, April 2005

State Board of Education Revises Library
Media Rules

Adoption Date: 09.05; 03.16;
Medical Lake School District
Revised: 04.05; 10.07; 12.15; 04.25;

Coversheet

Board Policy 3241 ~ Student Discipline; Second Reading

Section:	IV. Individual Actions Items
Item:	C. Board Policy 3241 ~ Student Discipline; Second Reading
Purpose:	Vote
Submitted by:	
Related Material:	3241 Student Discipline Revised 9.2025.pdf

Medical Lake School District Board Policy**3241****1****Student Discipline****Introduction/Philosophy/Purpose**

The Board ~~of the Medical Lake School District~~ focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. The Board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Providing a safe and supportive learning environment for all students.
- Providing due process to students.
- Implementing culturally responsive discretionary and nondiscretionary discipline policies and procedures that provide opportunity for all students to achieve personal and academic success.
- Engaging with school personnel, students, parents, families and the community in decisions related to the development and implementation of discipline policies and procedures;
- Ensuring fairness and equity in the administration of discretionary and nondiscretionary discipline.
- ~~Supporting students in meeting behavioral expectations, including providing for early involvement of parents or guardians and families;~~
- Administering discretionary discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, and parents or guardians, and families to support successful reentry into the classroom following a suspension or expulsion;
- ~~Ensuring fairness, equity, and due process in the administration of discipline~~
- ~~Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;~~
- ~~Providing a safe environment for all students, district employees.~~

~~Rights and Responsibilities/District Commitment~~

~~The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:~~

- ~~Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;~~
- ~~Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;~~

Students' Fundamental Rights

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability is prohibited;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free

Medical Lake School District Board Policy**3241****2**

from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;

3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

Student Responsibilities

This District's student discipline policy and procedure ~~is~~ **are** designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with ~~this~~ **the** policy and procedure, including behavioral standards expectations that respect the rights, ~~person~~, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning consistent with Board Policy 3112 – Social Emotional Climate.

Development and Review

The district will develop and periodically review a discretionary and nondiscretionary discipline policy and procedure with the participation of school personnel, students, parents, families, and the community. During the development and review, the district must use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the district's discipline policy, procedure, and practices and update its policy and procedure to improve fairness and equity in the administration of discipline.

The policy and procedure will be developed in accordance with WAC 392-400-110.

~~Accurate and complete reporting of all disciplinary actions, including the associated student level information, behavioral violations, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will collect data on disciplinary actions administered in each school as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.~~

~~The District will ensure that school principals confer with certificated building employees at least annually to review the district's discipline standards and review the fidelity of their implementation~~

~~School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:~~

- ~~1. Focus on prevention to reduce the use of exclusionary discipline practices;~~
- ~~2. Allow the exercise of professional judgment and skill sets; and~~
- ~~3. May be adapted to individual student needs in a culturally responsive manner.~~

~~School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.~~

~~The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:~~

Medical Lake School District Board Policy**3241****3**

- ~~1. School.~~
- ~~2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.~~
- ~~3. Behavioral violation.~~
- ~~4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.~~

~~The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and sub-ethnic categories. The District will consider student program status and demographic information (i.e. gender, grade level low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.~~

Distribution of Policies and Procedures

The district will make the current version of this policy and procedures available to families and the community. The district will annually provide this policy and procedure to all district personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedures.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

- 2121 Substance Abuse Program
- 2161 Special Education and Related Services for Eligible Students
- 2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3122 Excused and Unexcused Absences
- 3210 Nondiscrimination
- 3244 Prohibition of Corporal Punishment
- 3520 Student Fees, Fines, or Charges
- 4210 Regulation of Dangerous Weapons on School Premises

Medical Lake School District Board Policy**3241****4**

4218 Language Access Plan

Legal References:

RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
Chapter 28A.225, RCW Chapter 28A.320, RCW RCW 28A.400.100	Compulsory School Attendance and Admission Provisions Applicable To All Districts Principals and vice principals — Employment of — Qualifications — Duties
RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
Chapter 28A.600 RCW WAC 392-190-048	Students Access to course offerings – Student discipline and corrective action
Chapter 392-400, WAC 34 CFR Part 100.3 42 U.S.C. 2000d et seq.	Student Discipline Regulations implementing Civil Rights Act of 1964 Civil Rights Act of 1964

Management Resources:

2025 Policy Alert
 2024 Policy Alert
 2023 July Issue
 2021 February Issue
 2019 April Policy Alert
 2018 August Issue
 2016 July Issue
 2014 December Issue
 2014 August Issue
 2010 June Issue

Adoption Date: 04.02; 11.07; 05.08; 04.10; 04.11; 12.11; 08.12; 07.13; 05.14; 08.17; 1.20; 07.21; 10.24;**Medical Lake School District****Revised Date: 04.99; 12.06; 06.10; 10.11; 08.14; 12.14; 07.16; 08.18; 04.19; 02.21; 07.23; 8.24; 09.25;**

Coversheet

Board Policy 5641 ~ Student Teachers, Interns and Practicum Students; Second Reading

Section: IV. Individual Actions Items
Item: D. Board Policy 5641 ~ Student Teachers, Interns and Practicum Students; Second Reading
Purpose: Vote
Submitted by:
Related Material: 5641 Revised 9.2025 for Second Reading.pdf

Medical Lake School District Board Policy**5641****1****Student Teachers, Interns and Practicum Students**

The board encourages cooperation with colleges and universities ~~within the state~~ in the training of student teachers, **interns and practicum students**. The district shall accept student teachers ~~and~~ **mental health interns, and practicum students** from accredited institutions of higher learning with which the district has a cooperative agreement approved by the board.

The board authorizes the superintendent to honor those reasonable rules, regulations and training guidelines of the teacher, **mental health intern, and practicum** training institutions. The ~~teacher~~ training institution shall be expected to provide liaison personnel who shall work cooperatively throughout the training process with the ~~principal,~~ and the supervising ~~teacher~~ staff.

The superintendent ~~or designee~~ shall coordinate the request for placement with ~~building principals~~ the **appropriate administrator** in order that excessive concentrations of student teachers, **interns, or practicum students** in any given building shall be avoided. Student teachers, **interns, and practicum students** shall comply with the policy of the district as it applies to **all** ~~certificated~~ staff. The supervising teacher, **staff, mental health coordinator** and their ~~administrator~~ **principal** shall be responsible for the conduct of the student teacher, **intern, and/or practicum student**.

Adoption Date: 03.05;**Medical Lake School District****Revised Date: 03.05; 09.25;**

Coversheet

Approve the School Improvement Plans and Board Operating Principles

Section:	IV. Individual Actions Items
Item:	E. Approve the School Improvement Plans and Board Operating Principles
Purpose:	Vote
Submitted by:	
Related Material:	Complete SIP Presentation.pdf Medical Lake School Board Operating Principles.pdf

Medical Lake High School

Medical Lake School District

Every Student, Every Day
School Improvement Plan 2025-26
October 21, 2025

Comprehensive Needs Assessment

— — —

2024-2025 Spring SBA Math & ELA Scores

2025-2026 Fall Map Scores (Alg 1, Reading 9 & 10)

2023-2024 and 2024-2025 Center for Educational Excellence Toolkit

2025-2026 BESS

Homeroom

Comprehensive Needs Assessment

— — —

SIP Goal #1 Academic

SIP Goal #2 Belonging

SIP Goal #3 Attendance

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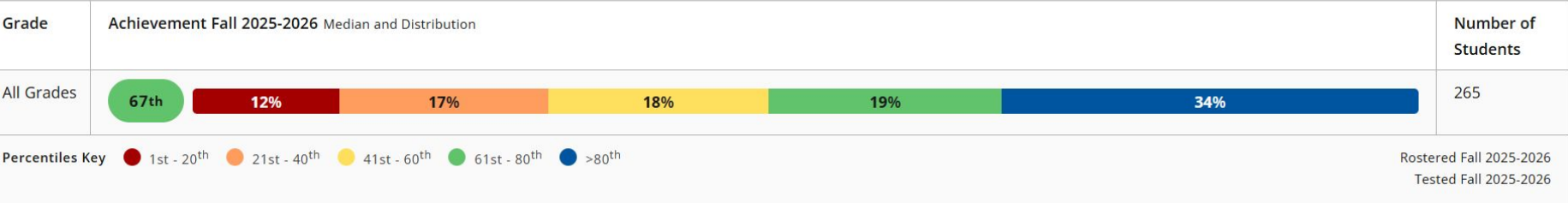


Comprehensive Needs Assessment - Academic

School Profile

Achievement Overview

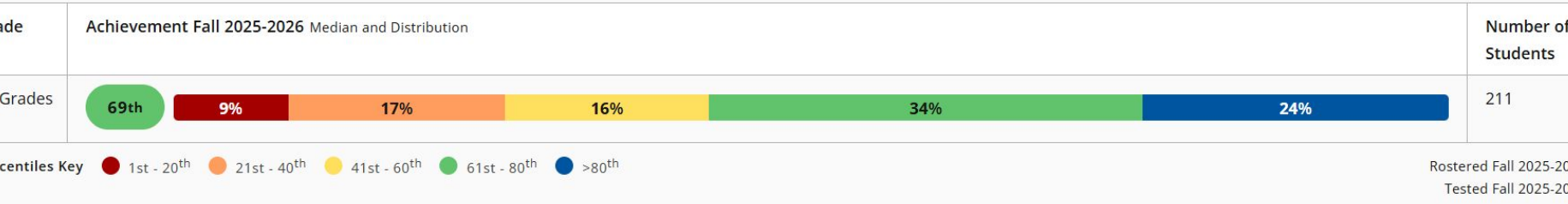
MEDICAL LAKE HIGH SCHOOL | Algebra 1



School Profile

Achievement Overview

MEDICAL LAKE HIGH SCHOOL | Reading



School Improvement Plan Goal #1 - Academic

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

By June 2026, among 9th- and 10th-grade students currently performing within the 21st–40th percentile on the MAP Growth Assessment in ELA (n=35) and Math (n=44), at least 63% of ELA students and 67% of Math students will demonstrate growth into the 41st–60th percentile range as measured by spring MAP data. The identified students currently perform primarily within the 30th–40th percentile range.

School Improvement Plan

Goal #1 - Academic

Action Steps	Who Owns It	Evidence / Checkpoint
1. Identify and track target students. Create a shared list of the 79 identified students, disaggregated by grade, teacher, and subgroup.	Math & ELA Teachers Admin creates the form	Shared spreadsheet updated and reviewed by Oct 24
2. Analyze RIT bands and focus areas. Using fall MAP scores, ELA and Math teachers will: - Review RIT bands for each class and identify students performing in the 21st–40th percentile range. - For each identified student, open the student's MAP profile to review suggested areas of focus in the Instructional Area Key. - Identify the essential standards most in need of support based on these focus areas. - Develop classroom-based assessments aligned to those essential standards to monitor progress and guide instruction.	Teachers	Completed RIT analysis sheets and aligned assessments by Oct 31

School Improvement Plan Goal #1 - Academic

— — —
Evidence of Progress (Cycle 1 Review) - December 17 Department Lead collaboration:

- Compare pre- and mid-cycle common assessment data for the 79 target students.
- Review non-ELA and Math lesson artifacts for literacy/numeracy integration.
- Gather brief teacher reflections: “What’s working to help our middle achievers move?”
- Identify next 45-day focus (Cycle 2), Mid-December 2025–February 2026.

School Improvement Plan Goal #1 - Academic

- — —
- *Are there other departments that can join in this work in their classrooms?
 - *How do we want to track CFA data?
 - *How can admin support?
 - *How will non-ELA and Math teachers support the goal?

Comprehensive Needs Assessment - Belonging

Medical Lake High School Medical Lake School District		2024	2025
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	57%	54%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	86%	84%
	FPD — I receive training on instruction to support social emotional learning	29%	26%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	35%	50%
	SLE — Staff at this school value and respect all students	79%	94%
	SLE — Students believe the adults in this school genuinely care about them	76%	82%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	68%	77%
	SLE — This school has effective equity practices for all	64%	64%
Student	BELONG — I feel good about my cultural or ethnic background	87%	78%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	81%	76%
	CSF — My teacher(s) believe student learning is important	93%	87%
	EL — If I want to talk with my teacher(s), they are available to me	81%	73%
	IS — Adults in this school help me plan and set goals for my future	69%	60%
	IS — Students are involved in solving problems in this school	64%	49%
	SLE — I enjoy coming to this school	51%	39%
	SLE — I feel safe at this school	66%	60%
	SLE — In this school, there is at least one adult who knows and cares about me	88%	83%
	SLE — This school has effective equity practices for all	77%	60%

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School Improvement Plan Goal #2 - Belonging

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

By March 2026, increase the percentage of students who report that they enjoy coming to school from 39% (2024-2025) to at least 55% (up from 51% 2023-2024), as measured by the annual Center for Educational Effectiveness survey.

School Improvement Plan Goal #2 - Belonging

45-Day Plan (Cycle 1) - Focus Period: October 20 – December 17, 2025

Action Step	Who Owns It	Evidence / Checkpoint
1. Launch student voice focus groups. Host 3–4 small-group discussions with a diverse cross-section of students to identify barriers and bright spots for belonging. This will help determine action steps	Admin	Notes and summary themes shared with staff by Nov 4 th
2. Based on student feedback from focus groups, develop schoolwide action steps.	Dept. Leads	Student responses from focus groups

School Improvement Plan Goal #2 - Belonging

— — —
Evidence of Progress (Cycle 1 Review) - December 17 Department Lead collaboration:

- Review student focus group findings and pulse survey data.
- Review the action step(s) that were developed on Nov. 4.
- Identify next 45-day focus (Cycle 2), Mid-December 2025–February 2026.

Comprehensive Needs Assessment - Attendance

Current Year Tiered Attendance

Indicator Status	Student Count	
 Tier I - Good Attendance (0-5% Absence)	196	37.84%
 Tier I - Warning Absence (5-10% Absence)	119	22.97%
 Tier II - Chronic Absence (10-20% Absence)	96	18.53%
 Tier III - Extreme Chronic Absence (20%+ Absence)	107	20.66%

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School Improvement Plan Goal #3 - Attendance

Promote hope and a vision for the future from early learning through post-secondary.

By June 2026, at least 48% of students currently classified as chronically absent (those in the 10–20% absence tier) will improve their attendance to move into the 5–10% absence tier, as measured by school attendance records.

School Improvement Plan

Goal #3 - Attendance

Action Step	Who Owns It	Evidence / Checkpoint
1. Implement tiered attendance interventions. Provide targeted support (check-ins, attendance trackers) for students with 10–20% absences.	Admin & Counseling Team	Weekly intervention tracker updates
2. Monitor and review data weekly. The leadership team reviews attendance trends, identifies patterns, and adjusts support.	Ms. McGirk & Attendance Secretary	Weekly dashboard shared at Monday SST/Attendance Meetings
3. Provide staff updates and highlight success stories. Share short data snapshots and “attendance wins” in weekly staff & family newsletter.	Dr. Vincent	Newsletters
4. Communicate with families when patterns emerge (Nov conferences)	Teachers	Tracking sheet provided by admin
5. Offer encouragement, highlighting progress through positive reinforcement. Instead of “Where have you been?” Say, “I’m glad you’re here.”	Teachers	

School Improvement Plan Goal #3 - Attendance

— — —
Evidence of Progress (Cycle 1 Review) - December 17 Department Lead collaboration:

- Review pre- and mid-cycle attendance data for the identified students.
- Identify next 45-day focus (Cycle 2), Next Cycle Preview mid-December–February 2026

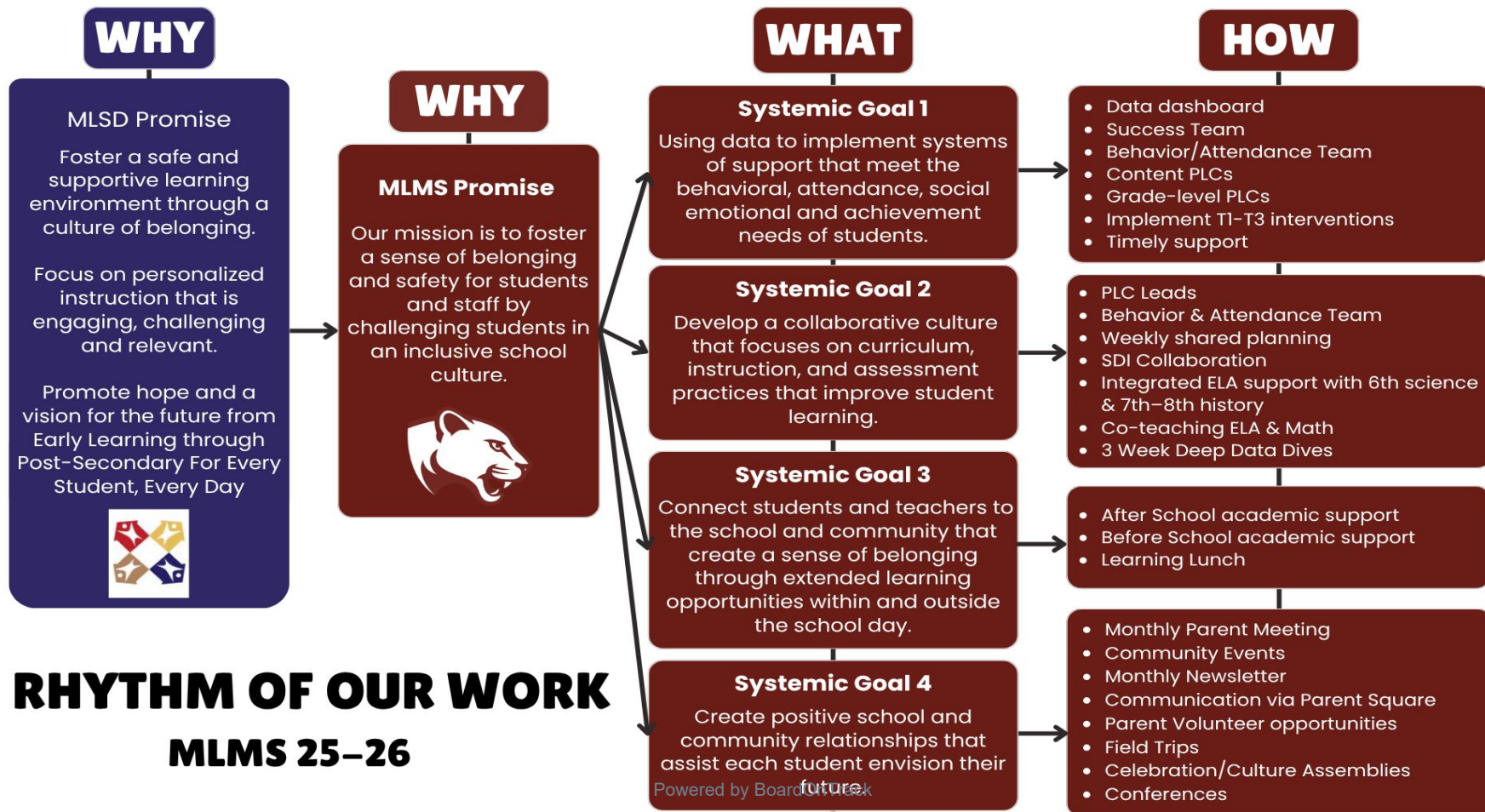
Medical Lake Middle School

Medical Lake School District

Every Student, Every Day
School Improvement Plan SY 2025-26
October 21, 2025



School's Mission & Vision



Comprehensive Needs Assessment Summary

— — —

Strengths & Celebrations	Priorities for Improvement
• Strong, Collaborative, and trusting staff culture • Strong staff commitment to curriculum, instruction, and assessment • Students perceive high expectations and belief from teachers	• Build a culture of respect • Narrow achievement gaps between IEP and non-IEP students • Improve academic interventions and response time

School Improvement Goal #1

WHY

MLSD Promise

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



WHY

MLMS Promise

Our mission is to foster a sense of belonging and safety for students and staff by challenging students in an inclusive school culture.



WHAT

Systemic Goal 1

Using data to implement systems of support that meet the behavioral, attendance, social emotional and achievement needs of students.

HOW

- Data dashboard
- Success Team
- Behavior/Attendance Team
- Content PLCs
- Grade-level PLCs
- Implement T1-T3 interventions
- Timely support

School Improvement Goal #1

— — —

- **Intended Impact**

- MLMS will have a data-driven system of supports where behavior, attendance, social-emotional learning (SEL), and achievement needs are addressed in real time.
- This system will result in measurable improvements in student outcomes, including: Reduced discipline referrals through consistent Tier 1-3 supports, Increased student attendance and engagement, growth in the percentage of students meeting or exceeding grade-level standards and improved SEL survey scores reflecting student growth in belonging, resilience, and well-being.

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School Improvement Goal #2

WHY

MLSD Promise

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



WHY

MLMS Promise

Our mission is to foster a sense of belonging and safety for students and staff by challenging students in an inclusive school culture.



WHAT

Systemic Goal 2

Develop a collaborative culture that focuses on curriculum, instruction, and assessment practices that improve student learning.

HOW

- PLC Leads
- Behavior & Attendance Team
- Weekly shared planning
- SDI Collaboration
- Integrated ELA support with 6th science & 7th–8th history
- Co-teaching ELA & Math
- 3 Week Deep Data Dives

School Improvement Goal #2

— — —

- **Intended Impact**

- MLMS will have a collaborative culture where curriculum, instruction, and assessment practices are aligned and focused on student learning.
- Teachers will consistently plan and problem-solve together, leading to: Alignment of standards across grade levels and content areas, stronger collaboration between general education and special education teachers to provide meaningful, standards-based Specially Designed Instruction (SDI), targeted supports for students not yet meeting grade-level standards through consistent 3-week data cycles and intervention planning, growth in the percentage of students meeting or exceeding grade-level standards.

School Improvement Goal #3

WHY

MLSD Promise

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



WHY

MLMS Promise

Our mission is to foster a sense of belonging and safety for students and staff by challenging students in an inclusive school culture.



WHAT

Systemic Goal 3

Connect students and teachers to the school and community that create a sense of belonging through extended learning opportunities within and outside the school day.

HOW

- After School academic support
- Before School academic support
- Learning Lunch

School Improvement Goal #3

● **Intended Impact**

- By June, students at Medical Lake Middle School will demonstrate growth in the percentage meeting or exceeding grade-level standards.

School Improvement Goal #4

WHY

MLSD Promise

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



WHY

MLMS Promise

Our mission is to foster a sense of belonging and safety for students and staff by challenging students in an inclusive school culture.



WHAT

Systemic Goal 4

Create positive school and community relationships that assist each student envision their future.

HOW

- Monthly Parent Meeting
- Community Events
- Monthly Newsletter
- Communication via Parent Square
- Parent Volunteer opportunities
- Field Trips
- Celebration/Culture Assemblies
- Conferences

School Improvement Goal #4

● **Intended Impact**

- MLMS will increase the number of families actively involved in the school community. Through family meetings, schoolwide events, and clear communication, families will feel connected, informed, and empowered to work alongside staff in supporting student learning and success.

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Hallett Elementary

Medical Lake School District

Every Student, Every Day
School Improvement Plan SY2025-26

October 21, 2025

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Medical Lake Promise

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

Every Student, Every Day

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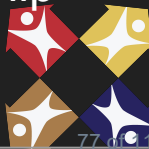
Needs Assessment Summary

Strengths & Celebrations

- Increase of 22% for students feeling safe at school
- Family Celebration - communication, high expectations for students and overall positive perception of school for their children.
- Increase from student perspective that their teacher's find other ways for them to learn when they find things difficult - SIP 24-25

Priorities for Improvement

- Continuous improvement around individualized instruction for students, focus on aligning grade level standards to IEP goals - would like to see higher achievement for students with disabilities - 37% ELA and 25% Math (students at Level 2, 3 or 4 SBA)
- CEE Data states a continued need for Focused Professional Development - utilizing leadership team for planning



Goal 1: Create a supportive, inclusive environment by continuing SEL and PBIS, celebrating students, engaging families and increasing real-world opportunities.

Ideals and Actions:

1. Consistent implementation of Social Emotional Learning and Positive Behavior Intervention & Supports
2. Staff will continue to communicate and engage with families
3. Increase Real-World Opportunities
4. Create and Implement Data Dashboard

Every Student. Every Day

Powered by BoardOnTrack



Goal 2: Provide learning opportunities that are challenging, rigorous and relevant by increasing support for all students.

Ideals and Actions:

1. Create a Data Dashboard to monitor student performance
2. Implement small group learning through inclusion and targeted instruction
3. Staff Professional Development - Late Start Fridays

Michael Anderson Elementary

Medical Lake School District

Every Student, Every Day
School Improvement Plan SY 2025-26
October 21, 2025

Comprehensive Needs Assessment Summary

— — —

Strengths & Celebrations	Priorities for Improvement
• AimsWeb Student Growth - Students with disabilities & Students identified as Highly Capable • Students outperformed the state • Students with disabilities outperformed the state	• 3rd Grade State Assessment • Essential Standards • Supporting Students with Significant Behaviors

School Improvement Goals

— — —

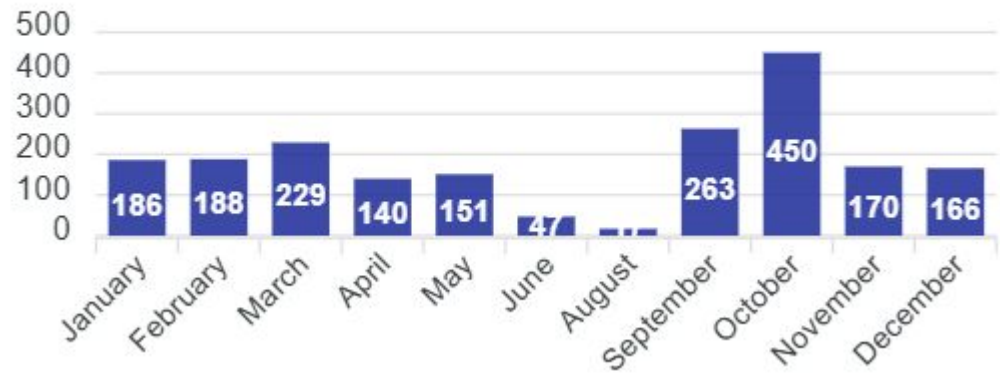
- **Goal #1:** Ensure a safe and supportive learning environment through a culture of belonging by increasing parent involvement, student positive engagement, and teacher efficacy in order to increase students' sense of joy in attending school.
 - Increased number of students and parents reporting that students enjoy coming to school as measured through the Effective School Survey.
 - Continued improvement in parent involvement and bully/harassment prevention across all three groups as measured by ESS results.
 - Increase the number of parents volunteering
 - Promise 1 - Foster a safe and supportive learning environment through a culture of belonging

Behavior

— — —

From August 2024 to June 2025 our staff recorded 1,576 student support requests using our Supported Schools App. The request range from significant classroom disruptions to breaks needed. As a leadership team we found that 53% of the 1576 requests were for 10 students. Our goal in improving this number is to set up Student Support Plans for our students who have the most need. These plans will be developed by a team including administration, parents, classroom teachers, and Special Education Case Managers.

Supports by Month

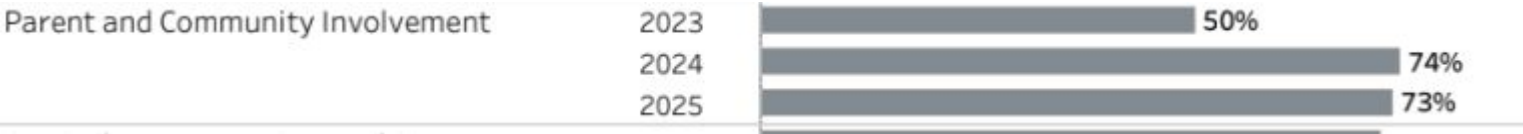


Parent Volunteers

— — —

Our goal for the **2025-2026 school year** is to **strategically increase parent volunteer engagement**, linking parent interest directly to classroom needs.

We will build on the success of the **WATCH DOGS and MOMS programs**, which will remain a primary way we solicit school-wide volunteers. Critically, we are also implementing a new, targeted approach: we will empower teachers to proactively identify and reach out to parents who express or show an interest in volunteering, ensuring a direct and meaningful connection between a parent's desire to help and specific classroom opportunities.



School Improvement Goals

— — —

- **Goal #2:** Provide learning opportunities that are challenging, rigorous and relevant by increasing personalized instruction in order to close the achievement gap for all students.
 - Increased collaboration through PLCs aligned with student outcomes as measured through the ESS results as well as improvement in student achievement as measured through Smarter Balanced Assessment, AimsWeb and Classroom Based Assessments.
 - Promise 2 - Personalized Learning that is Challenging, Rigorous, and Relevant

PLC's

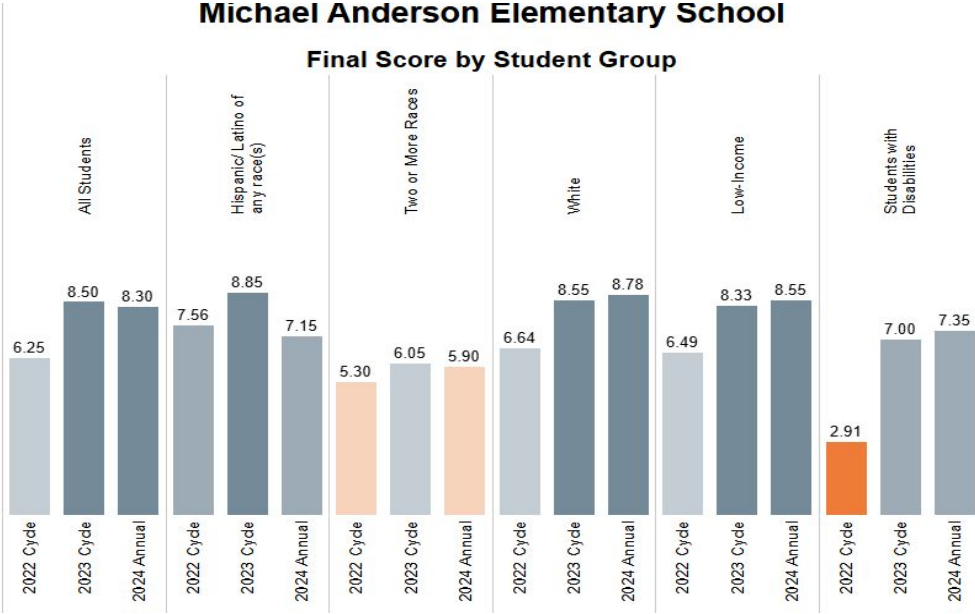
— — —

Teachers work collaboratively to develop plans for student achievement in ELA and Math. Implementing 45 day plans based on essential standards in ELA and Math.

Inclusionary Practice

— — —

Washington
School
Improvement
Framework



School Improvement Goals

— — —

- **Goal #3:** Provide SEL support and increasing opportunities for student reflection to increase the percentage of students indicating preparedness for the future and the ability to set and monitor goals.as well as helping students find the joy in attending school.
 - Increased number of students and parents reporting that students enjoy coming to school as measured through the Effective School Survey
 - Increased number of students reporting that they set and monitor goals as measured by the ESS.
 - Promise 3 - Promote Hope and Vision for the Future from Early Childhood through Post Secondary

Belong Partners

— — —

All classrooms will hold classroom meetings 1-3 times a week By Jan 2026.

Amplifying Student Voice

Questions

— — —

Every Student. Every Day

Powered by BoardOnTrack





Medical Lake

SCHOOL DISTRICT

Medical Lake School Board Operating Principles

Derived from the Medical Lake Promise

Based on the core promise of fostering a safe, supportive learning environment, personalized instruction, and a hopeful vision for all students, the Medical Lake School Board will operate under the following principles:

Principle 1: Cultivating a Safe and Inclusive Community

- **Foster a culture of belonging:** Promote inclusivity, respect, and equity among students, staff, and the community by valuing each member's unique experiences and differing perspectives.
- **Prioritize student and staff safety:** Implement policies and procedures that promote physical and emotional safety, addressing bullying, harassment, and discrimination.
- **Build strong partnerships:** Collaborate with parents, guardians, and community members to create a shared commitment to student success.

Possible 2025-26 School Board Goal: Board members will actively monitor quarterly reports on student climate and attendance data (including the 90% attendance rate) and utilize community engagement opportunities to advocate for and communicate the district's comprehensive strategy for promoting student belonging.

Principle 2: Empowering Personalized Learning

- **Focus on individual student needs:** Implement data-driven strategies to tailor instruction to each student's interests, strengths, and challenges.
- **Provide professional development:** Invest in staff development to build capacity in creating safe, inclusive, and personalized learning environments.

Possible 2025-26 School Board Goal: Board members will focus on monitoring evidence of student growth by reviewing school-based assessment data and conducting school visits to observe and discuss the implementation of personalized learning strategies in classrooms and programs.



Medical Lake

SCHOOL DISTRICT

Principle 3: Inspiring Hope and Future Success

- **Set high expectations:** Believe in the potential of every student to achieve their full potential.
- **Post-secondary readiness:** Prepare students for college, career, or military service through rigorous curriculum and guidance.
- **Cultivate a growth mindset:** Foster a culture of resilience, perseverance, and lifelong learning among students, staff and the community.

Possible 2025-26 School Board Goal: *Board members will support and promote post-secondary readiness by creating policy and advocating for resources that expand rigorous curriculum, guidance, and career-connected learning pathways (college, career, and military service).*

Principle 4: Ethical Leadership and Transparency

- **Demonstrate ethical leadership:** Uphold the highest standards of transparency, integrity, and accountability.
- **Ensure fiscal responsibility:** Allocate resources effectively and efficiently to maximize student outcomes.

Possible 2025-26 School Board Goal: *Board members will intentionally utilize the Medical Lake Promise and these Operating Principles when making decisions.*

Operationalizing the Principles

To effectively implement these principles, the School Board will:

- **Align district policies and procedures:** Ensure that all district operations support the core values of the Medical Lake Promise.
- **Monitor student outcomes:** Regularly assess student achievement data to inform decision-making and resource allocation.
- **Communicate effectively:** Maintain open and transparent communication with students, parents, staff, and the community.
- **Seek community input:** Involve stakeholders in the decision-making process to ensure that the district's priorities align with community values.

By adhering to these operating principles, the Medical Lake School Board will create a thriving educational environment where all students can reach their full potential.

Coversheet

Transfer of Territory Petition

Section:	IV. Individual Actions Items
Item:	F. Transfer of Territory Petition
Purpose:	Vote
Submitted by:	
Related Material:	Transfer of Territory Petition.pdf Transfer of Territory Petition Map.jpg

Transfer of Territory by Petition

RCW 28A.315.195 says a transfer of territory petition can be initiated by either a citizen or a school district board.

A transfer of territory petition can be initiated by either a citizen or the board of a school district.

The amount of time it takes for a successful citizen petition transfer of territory to be implemented varies, however:

- If two districts agree to the transfer, and the Regional Committee is not involved, the time will normally range from 90 days to one year—depending on the circumstances.
- If a petition goes to a hearing before the Regional Committee, the actual transfer may take between six–eight months or as long as several years. Depending on the size of transfer of territory and bond and levy issues, the Regional Committee has the authority to set a time frame for transfer which could encompass several years.
- If a petitioner appeals the Regional Committee's decision to the Administrative Law Judge (ALJ), or higher, the timeframe would be significantly longer and depend on relevant court calendars and how many levels of appeal take place.

Citizen Initiated Petition

The petition must be signed by 50% plus one of the active registered voters residing in the territory which is the subject of the petition. ***Petitioners' signatures must not be more than six months before submission date.***

The petition must include:

- The name and number of each school district affected. ✓
- A description of the proposed boundary changes.
- The reasons for the proposed transfer. ✓
- The number of school-age children residing in the proposed area of transfer. ✓

The petition must be submitted to the educational service district (ESD) superintendent.

After receiving a petition, the ESD superintendent must notify all the parties in writing that the affected school districts must negotiate and reach an outcome within 90 days of the letter from the ESD. An extra 30 days may be granted if requested.

Either school district may request a mediator. The mediator may take an additional 30 days to assist in working out an agreement between the school districts.

Upon reaching a recommendation through the district to district negotiation process, the negotiating districts will produce a written summary of the recommendation, including the rationale for the recommendation, and submit to the respective affected school district boards of directors. At a public meeting of the board, each board of directors shall adopt a written resolution indicating whether the board approves or disapproves of the transfer of territory.

- If the affected school districts agree that the proposed transfer should take place, the decision is forwarded on to the ESD superintendent to have the official order written.
- If the affected school districts agree that the proposed transfer should not take place, the petition is dismissed.
- If the affected school districts cannot agree on the petition initiated by citizens, the school district in which the citizens reside must contact the ESD superintendent in writing and request a hearing before the Regional Committee.
- If a petition is dismissed at any stage of these proceedings, another petition on the same territory, or any part of the territory, may not be filed for a period of 5 years.

If a hearing is requested, the ESD superintendent must notify the Regional Committee within 10 days of receiving written notice from the school district.

If a hearing is being requested, the ESD superintendent must notify the Regional Committee within ten days of receiving written notice from the school district.

In a citizen-initiated transfer, the entire proposed territory transfer must be negotiated. It cannot be divided into smaller parts.

School District Board Initiated Petition

The petition must be signed by a majority of members of the school board at one of the school districts affected by the proposed transfer of territory.

Documentation must be provided to establish that the school board:

- Communicated the proposed transfer to the board of directors of the affected district(s) and provided an opportunity for the board of the affected district(s) to respond.
- Communicated the proposed transfer to the registered voters residing in the territory proposed to be transferred, providing notice and an opportunity to comment on the proposal at the public hearing.

The petition must include:

- The name and number of each school district affected.
- A description of the proposed boundary changes.
- The reasons for the proposed transfer.
- The number of school age children residing in the proposed area of transfer.

The petition must be submitted to the ESD superintendent.

RCW 28A.315.015 (2)

It is the state's policy that decisions on proposed changes in school district organization should be made, whenever possible, by negotiated agreement between the affected school districts. If the districts cannot agree, the decision shall be made by the regional committees on school district organization, based on the committees' best judgment, taking into consideration the following factors and factors under RCW 28A.315.205.

TRANSFER OF TERRITORY CITIZEN PETITION CHECKLIST

The purpose of this checklist is to guide Washingtonians who are interested in filing a petition to seek a transfer of territory from their current district of residence to a neighboring (contiguous) school district.

This checklist is not required by OSPI, but it parallels checklists that are recommended for use by school districts and that are required for use by Regional Committees on School District Organization. Use of this checklist is recommended and should be helpful in facilitating the districts' negotiation process and possible deliberation by the Regional Committee.

Item	Y/N
1. Petition identifies the name and number of each district affected by the proposed transfer of territory.	☒ Yes ☐ No
2. Petition verifies that the affected districts are contiguous to one another. Contact your Educational Service District (ESD) for assistance.	☒ Yes ☐ No
3. Petition includes (legal) description of the territory proposed to be transferred. (Verified in writing by the county assessor.)	☒ Yes ☐ No
4. Petition identifies the number of school-age children, if any, residing in the territory proposed to be transferred. (Number of public-school children, private school children, and homeschool children. Transfer of territory could affect enrollment in the receiving district via private and homeschool students deciding to enroll in the receiving district. Citizens are encouraged to work with their current school district to gather the numbers.)	☒ Yes ☐ No
5. Petition states the reasons for seeking the proposed transfer of territory. (Citizens are encouraged, not required, to provide data and rationale aligned with the applicable criteria: • RCW 28A.315.015 (2)(a-e) • RCW 28A.315.195 (1-2) • RCW 28A.315.205 (4)(a-e) • WAC 392-40-00701	☒ Yes ☐ No
Petition is signed by 50 percent + 1 of the active registered voters residing within the territory proposed to be transferred. (Verified in writing by the county auditor.) <i>Petitioners' signatures must not be more than six months before submission date.</i>	☒ Yes ☐ No

TRANSFER OF TERRITORY PETITION SURVEY

The Transfer of Territory Petition Survey form below serves as an example of the actual form that can be obtained on the [OSPI School District Organization webpage](#). The purpose of this recommended form is to guide Washingtonians and school districts who are interested in filing a petition to seek a transfer of territory from a current district to a neighboring (contiguous) school district.

Use of this form may be required by Regional Committees on School District Organization. The form should be helpful in facilitating the districts' negotiation process and possible deliberation by the Regional Committee. For more detailed information, contact your educational service district (ESD). See page 33 for your ESD contact. ***Petitioners' signatures must not be more than six months before submission date.***

Transfer of Territory Petition Survey Form (Example)– Recommended

Proposed Transfer of Territory Initiated by:

School District Name and Number:

Citizen Petition Represented by:

Citizen Address:

This form comprises both your testimony and a record of the issues considered. While each item must be taken into consideration, each item has no specific or equal value. Rather, all items are looked at together in their entirety, and an evaluative judgment is made based on a consideration of the whole. The evidence guides districts and possibly regional committees in reaching a decision.

Yes and No answers must be supported by a brief narrative.

1. Will approval of the proposed transfer balance both local requests and the needs of the statewide community at large in a manner that advances the best interests of public education in the affected school districts, communities, educational service districts, and the state?

RCW 28A.315.015 (2)(a)

☒ Yes No

Input narrative here

See attached proposal

2. Will approval of the proposed transfer responsibly serve all affected citizens and students by contributing to logical service boundaries? RCW 28A.315.015 (2)(b)

☒ Yes No

Input narrative here

See attached proposal

3. Will approval of the proposed transfer responsibly serve all of the affected citizens and students by recognizing a changing economic pattern within the educational service districts of the state? RCW 28A.315.015 (2)(b)

☒ Yes No

Input narrative here

See attached proposal

4. Will approval of the proposed transfer enhance the educational opportunities of pupils in the territory by reducing existing disparities among the affected school districts' ability to provide operating and capital funds through an equitable adjustment of the assets and liabilities of the affected districts? RCW 28A.315.015 (2)(c)

☒ Yes ☐ No

Input narrative here

See attached proposal

5. Will approval of the proposed transfer promote a wiser use of public funds through improvement in the school district system of the educational service districts and the state? RCW 28A.315.015 (2)(d)

☒ Yes ☐ No

Input narrative here

See attached proposal

6. Will approval of the proposed transfer affect student educational opportunities as measured by the percentage of students performing at each level of the statewide mandated assessments and data regarding student attendance, graduation, and dropout rates in the territory proposed for transfer? RCW 28A.315.205 (4)(a) and

WAC 392-340-00701 (3).

☒ Yes ☐ No

Input narrative here

See attached proposal

7. Will approval of the proposed transfer affect the safety and welfare of pupils in the area proposed for transfer? "Safety" means freedom or protection from danger, injury, or damage; and "welfare" means a positive condition or influence regarding health, character, and well-being. RCW 28A.315.205 (4)(b)

☒ Yes ☐ No

Input narrative here

See attached proposal

8. Do current or proposed urban growth areas, city boundaries, or any master planned communities impact the proposed areas to be transferred? RCW 28A.315.205 (4)(c)

Yes ☒ No

Input narrative here

N/A

9. Are there any other facts pertaining to the history and relationship of the proposed transfer area to the students and communities affected that should be considered?

RCW 28A.315.205 (4)(c)

☒ Yes ☐ No

Input narrative here

See attached proposal

10. Will geographic accessibility warrant a favorable consideration of the recommendation for a change in school district organization? RCW 28A.315.205 (4)(d) and WAC 392-340-00701 (6).

Please refer to 10(a)–(e) below

☒ Yes ☐ No

Input narrative here

See attached proposal

10a. Will the proposed transfer result in improved travel corridors due to mountains, hills, valleys, wasteland, and related geographic and man-made features?

WAC 392-340-00701 (5)(a)

☒ Yes ☐ No

Input narrative here

See attached proposal

10b. Will the proposed transfer result in improved travel corridors due to rivers, lakes, canals, and other natural or man-made waterways and bodies of water?

WAC 392-340-00701 (5)(b)

☒ Yes ☐ No

Input narrative here

See attached proposal

10c. Will the proposed transfer result in improved travel corridors due to the extent and nature of roads, highways, ferries, and traffic patterns? WAC 392-340-00701 (5)(c)

☒ Yes ☐ No

Input narrative here

See attached proposal

10d. Will the proposed transfer result in improved travel corridors due to improved climatic conditions? WAC 392-340-00701 (5)(d)

☒ Yes ☐ No

Input narrative here

See attached proposal

10e. Will the proposed transfer result in a reduction of the time required to travel to and from school for the students residing in the proposed area?

WAC 392-340-00701 (5)(e)

☒ Yes ☐ No

Input narrative here

See attached proposal

11a. Will approval of the proposed transfer reduce or increase the individual transportation costs of the affected districts? RCW 28A.315.205 (4)(e)

Yes ☒ No

Input narrative here

See attached proposal

11b. Will approval of the proposed transfer reduce or increase the aggregate transportation costs of the affected school districts? RCW 28A.315.205 (4)(e)

Yes ☒ No

Input narrative here

See attached proposal

11c. Will approval of the proposed transfer result in a reduction in disparities in per pupil valuation when all funding sources are considered? RCW 28A.315.205 (4)(e)

Yes ☒ No

Input narrative here

See attached proposal

11d. Will approval of the proposed transfer result in an improvement in the economies of administration and operation of schools? RCW 28A.315.205 (4)(e)

☒ Yes ☐ No

Input narrative here

See attached proposal

12. What numbers of school-age children reside in each school district and in each part of a district involved or affected by the proposed transfer? RCW 28A.315.245 (1)

Input narrative here

See attached proposal

13. What is the assessed valuation of the property located in each school district and in each part of a district involved or affected by the proposed transfer?

RCW 28A.315.245 (2)

Input narrative here

\$288,850

14. Is there any bonded indebtedness of any school district involved or affected by the proposed transfer incurred? If so, what is its purpose? RCW 28A.315.245 (3)

Yes ☒ No

Input narrative here

N/A

15. Is there any history and relationship of any property, affected by the proposed transfer, to the students and communities affected by the proposed transfer?

RCW 28A.315.245 (4)

Yes ☒ No

Input narrative here

N/A

16. Will the proposed transfer create any additional burdens to the districts?

RCW 28A.315.245 (5)

Yes ☒ No

Input narrative here

See attached proposal

17. Describe the value, location, and disposition of all improvements located in the school districts that are involved or affected by the proposed change in school district organization.

RCW 28A.315.245 (6)

Input narrative here

Only the 1 property is being petitioned for transfer of territory. See attached proposal

18. Are there other sources of funding to consider not already discussed above?

RCW 28A.315.245 (7)

Yes ☒ No

Input narrative here

See attached proposal

19. Will the proposed transfer result in any other positive outcome that should be considered?

☒ Yes ☐ No

Input narrative here

See attached proposal

20. Will the proposed transfer result in any negative outcomes that should be considered?

Yes ☒ No

Input narrative here

See attached proposal

21. Are there any other factors, in the district's judgment, that are important or essential to the making of an equitable adjustment of assets and liabilities? RCW 28A.315.245 (8)

☒ Yes ☐ No

Input narrative here

See attached proposal

Proposed Transfer of Territory Petition

Initiated by: Casey & Jessica Nuner

Reardan Edwall School District NCES: 5307210

Medical Lake School District NCES: 5304950

Assessor Parcel Number: 15073.9090 Located at 1909 N. Christensen Rd. Medical Lake, WA 99022

Abv Legal: 07-25-41 TRACT "3" PER R.O.S. FILED IN AUDITORS OFFICE FILE #4123961
DATED 6/23/97

Explanation of request:

12: 2 public school age students are involved in this petition

1, 2 & 3: Property is located within Medical Lake School District which is contiguous with the Reardan Edwall School District. By choice-in paperwork completed yearly, both children attend the Reardan Edwall School District.

1 & 16: By choice of the parents, Reardan Edwall School District has been the preferred district for the children. The 2 children have attended Reardan Edwall School District for a continuous 8 years. The oldest child has been attending consecutively since Kindergarten in the year 2017. The youngest child has been attending consecutively since Kindergarten in the year 2023. This choice by the parents is not likely to change in the future years.

Proposing this change in territory due to several factors.

4 & 6: The children are thriving in the Reardan Edwall School District, academically and athletically.

7: The health and wellbeing of one of the children is of utmost importance. 1 child is a Type 1 Diabetic and receives care from staff that are familiar with him and his family. This promotes trust from the child at such a young age and ensures the proper care is being applied appropriately for the parents.

3, 5 & 11d: Property taxes, bonds and levy's under the current territory are voted and paid under the Medical Lake School District jurisdiction, which the children have not in the past and do not attend presently. This proposed change in territory allows the petitioners to support the Reardan Edwall School District and the community under bond's, levy votes and property tax disbursements that the children are involved in.

- 10 & 11: The children already receive bus transportation from the Reardan Edwall School District. This will not impose any unnecessary funds or changes in the route.

Signature:



Date: 7/17/25

Casey Nuner



Date: 7/17/25

Jessica Nuner

Parcel Number: 15073.9090

Site Address: 1909 N CHRISTENSEN RD

Printer Friendly (SummaryPrint.aspx)

Data As Of: 7/17/2025

SCOUT Map (<https://cp.spokanecounty.org/SCOUT/Map/?PID=15073.9090>)

Collapse All

Owner/Taxpayer

(Default.aspx?PID=15073.9090)

Owner

Owner Name: NUNER, CASEY S & JESSICA S

Address: 1909 N CHRISTENSEN RD, MEDICAL LAKE, WA, 99022

Taxpayer

Taxpayer Name: NUNER, CASEY S & JESSICA S

Address: 1909 N CHRISTENSEN RD, MEDICAL LAKE, WA, 99022

Photos

(https://cp.spokanecounty.org/SCOUT/Map/?PID=15073.9090)



Site Address

Parcel Type	Site Address	City	Land Size	Size Desc.	Description	Tax Year	Tax Code Area	Status
R	1909 N CHRISTENSEN RD	SPOKANE	10	Acre(s)	18 Other Residential	2025	1120 (https://cp.spokanecounty.org/SCOUT/propertyinformation/TaxCodeArea.aspx?TCA=1120)	Active

07-25-41 TRACT "3" PER R.O.S. FILED IN AUDITORS OFFICE FILE #4123961 DATED 6/23/97

Appraisal

Contact Appraiser (<https://cp.spokanecounty.org/Assessor/ContactAssessors/ContactForm.aspx?PID=15073.9090>)

Parcel Class	Appraiser	Neighborhood Code	Neighborhood Name	Neighborhood Desc	Appraiser Name	Apprais Phone
18 Other Residential	139 (https://cp.spokanecounty.org/Assessor/ContactAssessors/Default.aspx?PID=15073.9090)	231550	EPACO		Sean	(509) 47 5927

Under Washington State Law (WAC 458-07-015 (<https://apps.leg.wa.gov/wac/default.aspx?cite=458-07-015>)) The Assessor's office is required to make an exterior observation of all properties at least once every six years. **This property is scheduled for inspection between September 2027 and May of 2028.**

Assessed Value

Tax Year	Taxable	Market Total	Land	Dwelling/Structure	Current Use Land	Personal Prop.
2026	286,750	286,750	128,750	158,000	0	0
2025	288,850	288,850	128,750	160,100	0	0

Tax Year	Taxable	Market Total	Land	Dwelling/Structure	Current Use Land	Personal Prop.
2024	292,450	292,450	128,750	163,700	0	0
2023	256,200	256,200	92,500	163,700	0	0
2022	178,550	178,550	59,250	119,300	0	0

Property Taxes  (<https://www.spokanecounty.org/Treasurer/>)  (Notices.aspx) \$ (<https://www.invoicecloud.com/Spokanecounty>)

Taxes are due April 30th and October 31st
Total Charges Owing: \$0.00

Tax Year	Charge Type	Annual Charges	Remaining Charges Owing
Total Taxes for 2025		2,742.49	0.00
2025	A/V Property Tax	2,706.19	0.00
2025	Soil Conservation Principal CNSV1	11.00	0.00
2025	State Forest Patrol Principal SFFIRE1	17.00	0.00
2025	State Forest Patrol Principal SFFIRE2	6.00	0.00
2025	State Forest Patrol Principal SFFIRE3	0.50	0.00
2025	Weed Control Principal WCWEED1	1.80	0.00
Total Taxes for 2024		2,657.24	0.00
2024	A/V Property Tax	2,620.94	0.00
2024	Soil Conservation Principal CNSV1	11.00	0.00
2024	State Forest Patrol Principal SFFIRE1	17.00	0.00
2024	State Forest Patrol Principal SFFIRE2	6.00	0.00
2024	State Forest Patrol Principal SFFIRE3	0.50	0.00
2024	Weed Control Principal WCWEED1	1.80	0.00
Total Taxes for 2023		2,185.78	0.00
2023	A/V Interest	31.76	0.00
2023	A/V Property Tax	2,117.16	0.00
2023	Soil Conservation Interest	0.17	0.00
2023	Soil Conservation Principal CNSV1	11.00	0.00
2023	State Forest Patrol Interest	0.36	0.00
2023	State Forest Patrol Principal SFFIRE1	17.00	0.00
2023	State Forest Patrol Principal SFFIRE2	6.00	0.00
2023	State Forest Patrol Principal SFFIRE3	0.50	0.00
2023	Weed Control Interest	0.03	0.00
2023	Weed Control Principal WCWEED1	1.80	0.00
Total Taxes for 2022		2,008.53	0.00
2022	A/V Interest	111.52	0.00
2022	A/V Property Tax	1,858.53	0.00
2022	Soil Conservation Interest	0.66	0.00

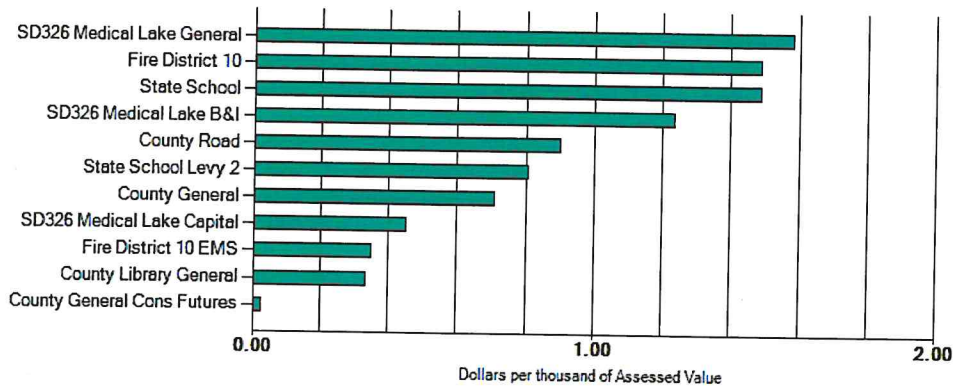
Tax Year	Charge Type	Annual Charges	Remaining Charges Owing
2022	Soil Conservation Principal CNSV1	11.00	0.00
2022	State Forest Patrol Interest	1.42	0.00
2022	State Forest Patrol Principal SFFIRE1	17.00	0.00
2022	State Forest Patrol Principal SFFIRE2	6.00	0.00
2022	State Forest Patrol Principal SFFIRE3	0.50	0.00
2022	Weed Control Interest	0.10	0.00
2022	Weed Control Principal WCWEED1	1.80	0.00

Tax Receipts

Tax Year	Receipt Number	Receipt Date	Receipt Amount
2025	10155692	04/21/2025	2,742.49
2024	9750293	04/16/2024	2,657.24
2023	9483784	04/27/2023	1,076.73
2023	9701830	02/14/2024	1,109.05
2022	9145387	07/27/2022	1,004.26
2022	9483413	04/27/2023	1,004.27

Levy

Levy Name	Levy Rate 2024	Levy Rate 2025	Levy Type	Tax ID
County General	0.7027	0.7089	Non-Voted	1120
County General Cons Futures	0.0256	0.0259	Non-Voted	1120
County Library General	0.3337	0.3340	Non-Voted	1120
County Road	0.9113	0.9004	Non-Voted	1120
Fire District 10	1.5000	1.4902	Non-Voted	1120
Fire District 10 EMS	0.3602	0.3485	Non-Voted	1120
SD326 Medical Lake B&I	1.2968	1.2344	Voted	1120
SD326 Medical Lake Capital	0.2691	0.4511	Voted	1120
SD326 Medical Lake General	1.4111	1.5821	Voted	1120
State School	1.4010	1.4901	Non-Voted	1120
State School Levy 2	0.7505	0.8031	Non-Voted	1120
Totals:	8.96	9.37		



Characteristics

<https://cp.spokanecounty.org/Assessor/ContactAssessors/ContactForm.aspx?PID=15073.9090>

Dwelling/ Structure	Year Built	Gross Living Area	Size	Type	House Type	Roof Material	Heat	Cool	Bedroom*	Half Bath*	Full Bath*
Dwelling	1982	1,248	NA	SF	91 Double Wide	Comp sh medium	Forced hot air	None	3	0	2
General Purpose Bldg Wood Pole Frame	2018	NA	1,200	SF					0	0	0

* - Room counts reflect above grade rooms only.

Residential Sq Ft Breakdown	Sq Ft	Extension
1st Floor	1,248	R01

Land Number	Soil ID	Frontage	Depth	Lot(s)
1	TO10	0	0	0

Sales

Sale Date	Sale Price	Sale Instrument	Excise Number	Parcel
08/20/2007	100,000.00	Statutory Warranty Deed	200714196 (ImageExcise.aspx?ExciseNumber=200714196&Parcel=15073.9090)	15073.9090
12/06/2002	49,500.00	Statutory Warranty Deed	200300119 (ImageExcise.aspx?ExciseNumber=200300119&Parcel=15073.9090)	15073.9090
07/05/2002	46,828.00	Trustee Deed	200210770 (ImageExcise.aspx?ExciseNumber=200210770&Parcel=15073.9090)	15073.9090
03/21/2000	0.00	Mobile Home Title Transfer	200220360 (ImageExcise.aspx?ExciseNumber=200220360&Parcel=15073.9090)	15073.9090
10/21/1999	33,500.00	Statutory Warranty Deed	990016366 (ImageExcise.aspx?ExciseNumber=990016366&Parcel=15073.9090)	15073.9090
03/24/1997	0.00	LAND ONLY SALE	(ImageExcise.aspx?ExciseNumber=&Parcel=15073.9090)	15073.9090
03/24/1997	0.00	LAND ONLY SALE	(ImageExcise.aspx?ExciseNumber=&Parcel=15073.9090)	15073.9090

Recorded Documents

To view recorded documents related to this parcel, please visit the Auditor's Recorded Documents Portal (<https://recording.spokanecounty.org/recorder/web/>)

Permits

Permit Number	Filing Date	Permit Description
B1800964	04/24/2018	DETACHED SHOP - 30 X 40 X 12 GSL 43#

To view permits related to this parcel, please visit the:

Building Permits (<https://co-spokane-wa.smartgovcommunity.com>)

Electrical Permits (<https://www.ini.wa.gov/>)

Online Building Permits (<https://co-spokane-wa.smartgovcommunity.com>)

Disclaimer: Spokane County does not warrant the accuracy, reliability or timeliness of any information in this system, and shall not be held liable for losses caused by using this information. Portions of this information may not be current or accurate. Any person or entity who relies on any information obtained from this system, does so at their own risk. RCW 42.56.070 (9) (<https://apps.leg.wa.gov/rcw/default.aspx?cite=42.56.070>) prohibits releasing and/or using lists of individuals gathered from this site for commercial purposes. More... ([Disclaimer.aspx](#))

Assessor's Office (<https://www.spokanecounty.org/Assessor/>)

1116 West Broadway Avenue

County Courthouse, 1st Floor

Spokane, WA 99260

Assessor's Information

Owner, Site Address, Appraisal, Levy, Characteristics, Sales

Hours: Monday - Friday 8:00am - 4:00pm

(excluding holidays)

Phone (Phone) (509) 477-3698

Fax: (Fax) (509) 477-3697

Email: (Email) **Contact the Assessor** (<mailto:Assessor@spokanecounty.org>)

Treasurer's Office (<https://www.spokanecounty.org/treasurer/>)

1116 West Broadway Avenue

County Courthouse, 1st Floor

Spokane, WA 99260

Treasurer's Information

Taxpayer, Property Taxes, Receipts, Sales

Hours: Monday - Friday 8:30am - 4:00pm

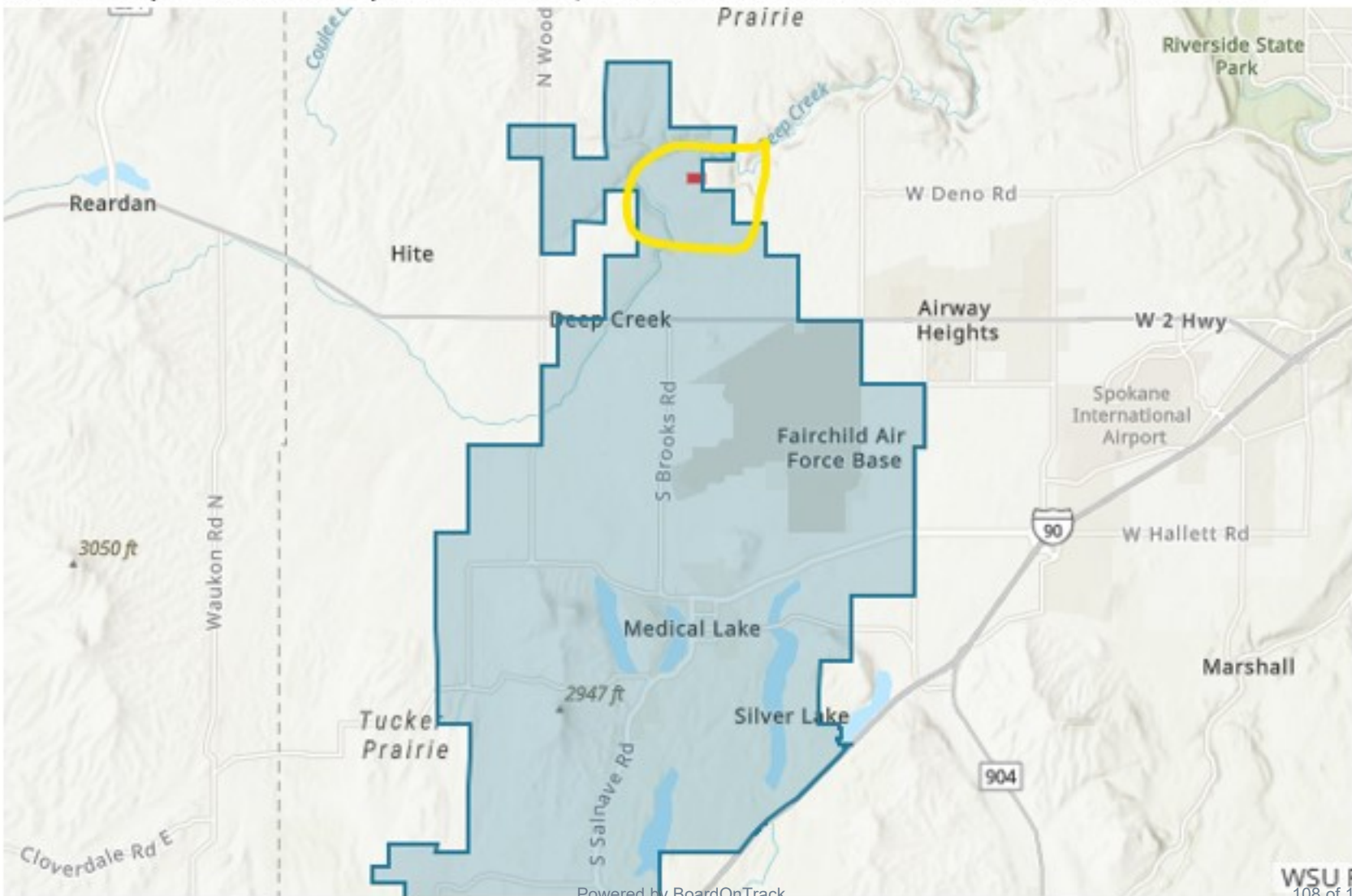
(excluding holidays)

Phone (Phone) (509) 477-4713

Fax: (Fax) (509) 477-3674

Email: (Email) **Contact the Treasurer** (<mailto:treasurer@spokanecounty.org>)

Scout Map- Location of parcel in Red, blue outline is Medical Lake School District.



Coversheet

Approve the High School Cardinal Café Surplus

Section: IV. Individual Actions Items
Item: H. Approve the High School Cardinal Café Surplus
Purpose:
Submitted by:
Related Material: Cardinal Cafe Surplus.jpg



Coversheet

Student Reports

Section:	V. Student Representative Oath of Office and Building Reports
Item:	B. Student Reports
Purpose:	Discuss
Submitted by:	
Related Material:	Student Representative Board Report October 2025.pdf



MLSD Student Representative Board Report

October 2025

The Student Representative team conducted focused visits to all four district schools (Michael Anderson Elementary, Hallett Elementary, Medical Lake Middle School, and Medical Lake High School) to gather direct student feedback. The year has started successfully across all levels. The feedback highlights **opportunities for growth** in several key areas: enhancing **student recognition and school spirit**, refining **academic support clarity** for younger students, and enhancing **college and career communication** at the high school level.

Elementary School Focus: Clarity and Stewardship

A. Michael Anderson Elementary (Representative: Chuks Okemgbo)

Area of Concern (Challenge)	Student Feedback (Grade 3/4/5)
Academic On-Ramping	Students feel the start of work is "really intense" and need more teacher help (resources or explanation) <i>before</i> starting independent work.
Environmental Ownership	Concern expressed about littering on the playground .
Role Modeling	Students explicitly requested that the Student Board Reps talk to younger students and be an example .

B. Hallett Elementary (Representative: Madi Griffis)

Area of Strength	Specific Feedback (K/1/2)
Social & Academic Engagement	Kindergartners are successfully making new friends, indicating a strong, welcoming climate. Students are highly engaged in specific curriculum areas: 1st Graders enjoy using technology in the classroom; 2nd Graders enjoy math and grouping activities.



MLSD Student Representative Board Report

October 2025

Secondary School Focus: Engagement and Future Readiness

A. Medical Lake Middle School (Representative: Emma Michaud)

Area of Concern (Challenge)	Student Feedback
Student Recognition & Spirit	Students want a significant increase in school spirit and more celebration for the " little things, shout-outs " for those who demonstrate strong grade ethics and citizenship.
Positive School Climate	Students report feeling supported both in and out of school and appreciate getting an appropriate amount of homework.

B. Medical Lake High School (Representative: Lilly Kelm)

Area of Concern (Challenge)	Student Feedback
Communication Channels	Students need clear, safe, effective ways to communicate issues and concerns to administration and staff.
College & Career Access	Need for more proactive awareness regarding college/career deadlines (PSAT, college fairs) in Freshman, Sophomore and Junior years. challenges accessing platforms like AP College Board and CiHS due to restrictions on personal email access and cell phones .
Campus Climate & Safety	Concerns were raised regarding the bathrooms (500 hallway door monitoring) and the need for improved student education and clear consequences regarding vaping .
Transportation	The Base bus is very crowded .

Coversheet

Principal Month Proclamation

Section:	VIII. Superintendent's Report
Item:	A. Principal Month Proclamation
Purpose:	Discuss
Submitted by:	
Related Material:	Principal Month 2025.jpg

The State of Washington



Proclamation

WHEREAS, principals and assistant principals create hope for each and every student in their buildings by leading culture, systems and learning, and by working tirelessly each day as visionaries, community builders, public relations experts, budget analysts, facility managers, special programs administrators and guardians of various legal, contractual and policy mandates and initiatives; and

WHEREAS, principals and assistant principals work collaboratively with families, teachers and district officials to develop mission statements, set performance goals and objectives for schools to achieve educational excellence, provide safe and caring learning environments, and maintain high curriculum standards and expectations for all students; and

WHEREAS, Washington state, along with the Association of Washington School Principals, honors exemplary principals and assistant principals who have succeeded in providing high-quality learning opportunities for students, as well as their exemplary contributions to the profession; and

WHEREAS, the Washington State Senate has declared the month of October 2025 as "National Principals Month" in coordination with the efforts of the National Association of Elementary School Principals and the National Association of Secondary School Principals working with the U.S. Congress to designate "National Principals Month" and resolutions thereof; and

WHEREAS, we recognize the contribution of all school principals and assistant principals to the success of Washington students, our most valuable resource, and encourage residents of Washington to observe "Principals Month" with appropriate ceremonies and activities that promote awareness of the importance of school leadership in ensuring that every child has access to a high-quality education;

NOW, THEREFORE, I, Bob Ferguson, governor of the state of Washington, do hereby proclaim October 2025 as

Principals Month

in Washington, and I urge all people in our state to honor the service of all elementary, middle level and high school principals and assistant principals.



Signed this 24th day of September, 2025

Bob Ferguson
Governor Bob Ferguson