



Medical Lake
School District

Medical Lake School District #326, WA

Regular Board Meeting

Date and Time

Tuesday July 28, 2026 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 the Agenda
- E. What's Right

	Vote
	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

II. Consent Agenda

	Purpose	Presenter	Time
A. Minutes of the Regular Board Meeting 6/23/2026	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			

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.** Approve Board Policy 2161 ~ Special Education and Related Services for Eligible Students; First Reading

Vote

To avoid redundancy with verbiage in the procedure, this paragraph has been removed from the policy.

- B.** Approve Board Policy 2230 ~ Transition to Kindergarten Program; First Reading

Vote

Engrossed Substitute Senate Bill 6260 revised RCW 28A.300.072. This legislation limits state-funded enrollment in Transition to Kindergarten programs and requires districts to prioritize enrollment as noted by the verbiage change. It also authorizes districts to charge sliding-scale tuition fees for non-eligible children and mandates specific reporting requirements for programs.

	Purpose	Presenter	Time
C.	Approve Board Policy 3246 ~ Restraint and Isolation; First Reading	Vote	
This policy is cross referenced in Board Policy 2161. The change is due to the legislation's amended and expanded requirements of RCW 28A.600.485. The central purpose is to ensure that restraint and isolation remain emergency interventions of last resort, used only when reasonably necessary to prevent an imminent likelihood of serious harm. Not as discipline, punishment, convenience or a planned behavioral intervention. Significant changes prohibit chemical and mechanical restraints and prohibits the use of rooms intended primarily for student isolation. Most of these changes are in the procedure. It also substantially expands incident reporting, annual data analysis, governing board oversight, and statewide reporting to OSPI.			
D.	Approve Board Resolution 25-26.03 ~ 2026/2027 Fiscal Year Budget	Vote	
E.	Approve the Board Meeting Dates for the 2026/2027 School Year	Vote	
All meetings will be at 6:00 p.m. unless otherwise noted.			

- Tuesday, September 22, 2026 ~ Administration Office
- Tuesday, October 20, 2026 ~ Board Work Session ~ Medical Lake Middle School
 - SIP Presentations
- Tuesday, October 27, 2026 ~ Administration Office
- Tuesday, November 24, 2026 ~ Administration Office
- Tuesday, December 15, 2026 ~ Administration Office
- Tuesday, January 26, 2027 ~ Administration Office
 - Board Appreciation
- Tuesday, February 23, 2027 ~ Medical Lake Middle School Library
- Tuesday, March 23, 2027 ~ Hallett Elementary School Library
- Tuesday, April 27, 2027 ~ Michael Anderson Elementary School Library
- Tuesday, May 25, 2027 ~ Medical Lake High School Library
- Tuesday, June 22, 2027 ~ Administration Office
- Tuesday, July 27, 2027 ~ 5:45 p.m. ~ Administration Office
 - Budget Hearing
- Tuesday, July 27, 2027 ~ Administration Office

	Purpose	Presenter	Time
• Tuesday, August 24, 2027 ~ Administration Office			
F.	Approve 10 Cent Meal Price Increase Nutrition Services	Vote	
We need to increase our prices to keep up with the gap.			
• Adult breakfast will go from \$3.30 to \$3.40 • Secondary lunch will go from \$3.45 to \$3.55 • Adult lunch will go from \$5.10 to \$5.20			
G.	Approve the 2026/2027 Meal Applications	Vote	
We are required to send these to all families annually, regardless if they qualify or not. These get sent out in early August.			
H.	Approve the District's Annual Notifications	Vote	
These are posted on our website and linked to the digital versions of each school's handbook.			
I.	Approve the 2026/2027 Voluntary Student Accident and Sickness Insurance Program	Vote	
The hard copies are sent out after Board approval for families unable to access digitally.			
No digital content is available as of yet, it is District specific and will be available upon receipt of the signed agreement.			
A digital copy will be sent to all families August 1 and again by school buildings when they open.			
J.	Approve the Annual Fuel Bids	Vote	
These are with Valley Wide Cooperative out of Reardan.			
• Year 3 of 4 for diesel • Year 2 of 4 for propane			
K.	Approve the Minimum Basic Education Requirement Compliance	Vote	
L.	Approve Surplus from the Transportation Department	Vote	
Bus #19 ~ 2009 IC Type C Diesel 71 Passenger ~ 143,847 miles ~ VIN 00749			

	Purpose	Presenter	Time
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Bus # 34 ~ 2009 IC Type C Diesel 71 Passenger ~ 116,206 miles ~ VIN 00705			
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1994 Chevy Astro Van AWD ~ 201,182 miles ~ VIN 32728			
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M. Approve District Surplus of Old Filing Cabinets	Vote		
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V. Student Representative Reports ~ Will Return in October 2026

VI. Reports and Discussions ~ None at this time

VII. Board Reports and Discussion ~ None at this time

VIII. Superintendent's Report

A. Community Facilities Task Force Update	Discuss		
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B. Early Learning Facilities (ELF) Grant	Discuss		
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IX. Communications with Staff, Guests, and District Residents

Anyone wishing to speak to something other than a "What's Right" or an "Individual Action Item" will be given the opportunity to speak. Public comment period is not a time for dialogue between the board and the public. The board will not respond to the public. The board will not respond to statements, questions, or challenges made during public comment period and there will be no back-and-forth dialogue. Please know that the board's silence is neutral. It is neither a signal of agreement nor disagreement with the speaker's remarks.

X. Executive Session ~ Superintendent's Evaluation

Dr. Headrick will present her self-evaluation to the school board

A. Superintendent's Self-Evaluation	Discuss		
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XI. Closing Items

A. Adjourn Meeting	FYI		
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Coversheet

Minutes of the Regular Board Meeting 6/23/2026

Section:	II. Consent Agenda
Item:	A. Minutes of the Regular Board Meeting 6/23/2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on June 23, 2026

APPROVED



Medical Lake
School District

Medical Lake School District #326, WA

Minutes

Regular Board Meeting

Date and Time

Tuesday June 23, 2026 at 6:00 PM

Location

Medical Lake School District Administration Office

Directors Present

Alexis Alexander, Laura Parsons, Ron Cooper, Wendy Williams-Gilbert (remote)

Directors Absent

Gerri Johnson

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 Jun 23, 2026 at 6:00 PM.

C. Pledge of Allegiance

D. Approve the Agenda ~ with Noted Change

Laura Parsons 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 5/26/2026

Laura Parsons made a motion to approve the minutes from Regular Board Meeting on 05-26-26.

Alexis Alexander seconded the motion.

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

B. Approve the Consent Agenda

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.

Resignations - *Natasha Yazzie ~ Assistant/Attendance Secretary, Michael Anderson Elementary (effective 5/26/2026); Steve Bahme ~ Assistant Track Coach, High School (effective 6/11/2026); Dave Boyd ~ Baseball Coach, Middle School (effective 6/9/2026); Hank Brower ~ Assistant Baseball Coach, Middle School (effective 6/9/2026);*

Leaves - *None at this time*

Staff Contracts:

Administrative Staff - *Meriah Peplinski ~ Assistant Principal, Michael Anderson Elementary (effective 7/1/2026);*

Kimberly Headrick ~ Superintendent; Robert Haugen ~ Assistant Superintendent; Tawni Barlow ~ Student and Community Services Director, District; Chad Moss ~ Assistant Superintendent, Finance & M/O; Jeremy Vincent ~ Principal, MLHS; Lyra McGirk ~ Assistant Principal, MLHS; Shelby Schoesler ~ Principal, MLMS; Trevor Buckley ~ Assistant Principal, MLMS; Kristin Kuster ~ Principal, Hallett; Justin Blayne ~ Assistant Principal, Hallett; Barry Warren ~ Principal, MAE;

Chris Harris ~ Maintenance Supervisor; Jill Howard ~ Nutrition Services Supervisor; Tonya Jaynes ~ Transportation Supervisor; Trevor Meade ~ Technology Director;

Certificated Staff - *Kevin Spees ~ Special Education Teacher, High School (effective for the 2026/2027 school year); Adriana Davis ~ Kindergarten Teacher, Hallett Elementary (effective for the 2026/2027); Kylie Payton ~ 1st Grade Teacher, Hallett Elementary (effective Fall 2026); Wendy Armes ~ 4th Grade Teacher, Hallett Elementary (effective for the 2026/2027 school year); William Hart ~ 5th Grade Teacher, Hallett Elementary (one year only - effective for the 2026/2027 school year);*

Certificated Substitutes - *None at this time*

Long-term Substitutes - *None at this time*

Classified Staff - *Cheney Rightler ~ Cafeteria III, Hallett Elementary (effective for the 2026/2027 school year); Amy Burris ~ Assignment Change from Para at Hallett Elementary Receptionist/Secretarial - District Office/Departments (non-rep effective week of 7/6/2026);*

Mark Behl; Carrie Fitch; Jeff Haynes; Malenna King; Rachel Lawson; Christy Nauta; Kevin Orense; Sarra Reiber; Stefan Swenson;

Classified Substitutes - *None at this time*

Extra Curricular Activities - *None at this time*

Other - *None at this time*

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

Staff Travel: *Ryan Grant ~ Washington Homeschool Organization Conference, Federal Way, WA, July 18, 2026;*

Student Travel: *None at this time*

Board Member Compensation: *Laura Parsons (April 12, 2026 - June 15, 2026); Ron Cooper (February 19, 2026 - June 12, 2026);*

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 May 29, 2026, warrants 139169 - 139173 in the amount of \$5,839.97;

General Fund (Payroll/Accounts Payable) for May 29, 2026, warrants 139174 - 139192 in the amount of \$728,689.74;

General/ASB Funds (Accounts Payable) for May 29, 2026, warrants 139193 - 139230 in the amount of \$117,124.62;

General/ASB Funds (Accounts Payable) for June 17, 2026, warrants 139231 - 139331 in the amount of \$422,388.05;

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

III. Individual Actions Items

A. Board Policy ~ 1630 Evaluation of the Superintendent; Second Reading

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.

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

B. Board Policy 4260 ~ Use of School Facilities; Second Reading

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.

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

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.

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

C. Approve New Core Curriculum *Wayfinder: K-12 Future Ready Skills *Amplify: 6-8 ELA *Night, by Elie Wiesel *EWU Survey of Native American Literature

Laura Parsons made a motion to approve.

Alexis Alexander seconded the motion.

The School Board of Directors were unanimous in voting on the curricula as a group after they were thoroughly discussed individually. The Board was able to ask questions to each curricula being presented prior to voting to approve all 4 of the curricula in this section.

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

D. Approval of New Courses at Medical Lake High School *Agricultural Systems Designs & Manufacturing *EWU English 170 - Introduction to Literature

Laura Parsons made a motion to approve.

Ron Cooper seconded the motion.

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

E. Approve Membership with ESD101 for Purchasing for Nutrition Services

Alexis Alexander made a motion to approve.

Laura Parsons seconded the motion.

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

F. Approve Bids for Surplus Items Listed Below

Alexis Alexander made a motion to approve.

Ron Cooper seconded the motion.

Tug ~ \$81 Mark Behl

John Deer Tractor ~ \$13,253 Brian Chavez

John Deer Tractor ~ \$13,254 Brian Chavez

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

IV. Superintendent's Report

A.

Acknowledge the District Retirees

Notice of our retirees

We had 5 with over 30 years of service with the district.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:09 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:	financials.pdf 7.28.2026 Consent Agenda.pdf

Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance

Account Codes: Agency

Fund Code: 10

Reporting Month: June

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	11,030.30	2,061,346.63		(38,341.63)	101.90
2000 LOCAL SUPPORT NONTAX	317,715	54,608.84	348,105.90		(30,390.90)	109.57
3000 STATE - GENERAL PURPOSE	19,553,637	1,076,402.59	15,097,954.62		4,455,682.38	77.21
4000 STATE - SPECIAL PURPOSE	6,406,848	392,280.16	5,136,139.68		1,270,708.32	80.17
5000 FEDERAL - GENERAL PURPOSE	2,762,534	0.00	2,582,140.00		180,394.00	93.47
6000 FEDERAL - SPECIAL PURPOSE	1,736,261	128,021.08	1,259,464.71		476,796.29	72.54
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	26,588.00	26,588.00		(26,588.00)	0.00
Total	32,800,000	1,688,930.97	26,511,739.54		6,288,260.46	80.83

B. EXPENDITURES

00 Regular Instruction	18,098,444	1,391,707.54	13,950,601.96	106,806.87	4,041,035.17	77.67
10 Federal Stimulus	0	0.00	1,183.84	0.00	(1,183.84)	0.00
20 Special Ed Instruction	4,495,659	405,295.69	4,162,322.70	3,851.50	329,484.80	92.67
30 Voc. Ed Instruction	1,169,786	68,655.62	973,582.09	18,494.11	177,709.80	84.81
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	948,535	70,295.67	790,318.82	0.00	158,216.18	83.32
70 Other Instructional Pgms	354,603	51,363.05	237,615.93	0.00	116,987.07	67.01
80 Community Services	594,553	88,341.81	596,734.53	217.56	(2,399.09)	100.40
90 Support Services	7,938,420	704,054.62	6,959,716.50	527,406.92	451,296.58	94.32
Total	33,600,000	2,779,714.00	27,672,076.37	656,776.96	5,271,146.67	84.31

C. OTHER FIN. USES TRANS. OUT (GL 536)

0	0.00	0.00
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D. OTHER FINANCING USES (GL 535)

0	0.00	0.00
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E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)

0	0.00	0.00	0.00	0.00
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F. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)

0	0.00	0.00	0.00	0.00
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G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)

(800,000)	(1,090,783.03)	(1,160,336.83)	(360,336.83)	45.04
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H. TOTAL BEGINNING FUND BALANCE

4,105,195	4,178,680.05
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I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)

0.00

J. TOTAL ENDING FUND BALANCE (G + H ± I)

3,305,195	3,018,343.22
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Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance

Account Codes: Agency

Fund Code: 10

Reporting Month: June

Budget Type: Revised

Fund Description: General Fund

K. 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 Stabilizatn	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	2,953,662.03
G/L 891 Unassigned Min Fnd Bal Policy	0	0.00
Total	3,305,195	3,018,343.22

Differences

0

0.00

Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 20
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	3,155.80	591,023.48		(3,699.48)	100.63
2000 Local Support Nontax	7,500	1,815.34	14,322.79		(6,822.79)	190.97
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	4,971.14	605,346.27		(10,522.27)	101.77
B. EXPENDITURES						
10 Sites	375,000	0.00	0.00	0.00	375,000.00	0.00
20 Buildings	483,351	0.00	222,963.47	0.00	260,387.53	46.13
30 Equipment	0	0.00	127,793.09	0.00	(127,793.09)	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	350,756.56	0.00	507,594.44	40.86
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. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	0	0.00	0.00		0.00	0.00
F. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)	0	0.00	0.00		0.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	(263,527)	4,971.14	254,589.71		518,116.71	(196.61)
H. TOTAL BEGINNING FUND BALANCE	268,527		320,055.75			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			0.00			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	5,000		574,645.46			

Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance

Account Codes: Agency

Fund Code: 20

Reporting Month: June

Budget Type: Revised

Fund Description: Capital Projects

K. 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
G/L 864 Restricted from Fed Proceeds	0	0.00
G/L 865 Restricted from Other Proceeds	(858,351)	(345,687.26)
G/L 866 Restrictd from Impact Proceeds	0	0.00
G/L 867 Restricted from Mitigation Fees	0	0.00
G/L 868 Restricted from CTE Carryover Resources	0	0.00
G/L 869 Restricted fr Undistr Proceeds	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 889 Assigned to Fund Purposes	863,351	882,307.91
G/L 890 Unassigned Fund Balance	0	0.00
Total	5,000	574,645.46

Differences

0

0.00

Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 30
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	8,862.52	1,583,016.77		(19,456.77)	101.24
2000 Local Support Nontax	10,000	4,034.26	27,024.41		(17,024.41)	270.24
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	12,896.78	1,610,041.18		(36,481.18)	102.32
B. EXPENDITURES						
Matured Bond Expenditures	1,340,000	0.00	1,340,000.00	0.00	0.00	100.00
Interest On Bonds	209,200	91,200.00	209,200.00	0.00	0.00	100.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	24,360	0.00	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	91,200.00	1,549,550.00	0.00	24,010.00	98.47
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. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)						
	0	0.00	0.00		0.00	0.00
F. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)						
	0	0.00	0.00		0.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)						
	0	(78,303.22)	60,491.18		60,491.18	0.00
H. TOTAL BEGINNING FUND BALANCE						
	1,177,000		1,218,374.98			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)						
			0.00			
J. TOTAL ENDING FUND BALANCE (G + H ± I)						
	1,177,000		1,278,866.16			
K. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	1,177,000		1,278,866.16			
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		1,278,866.16			

Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 30
Fund Description: Debt Service Fund

Differences

0

0.00

Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 40
Fund Description: Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	199,510	4,938.18	93,649.73		105,860.27	46.94
2000 Athletics	144,160	13,502.00	118,731.55		25,428.45	82.36
3000 Classes	13,200	890.00	9,203.00		3,997.00	69.72
4000 Clubs	90,005	3,017.40	93,718.79		(3,713.79)	104.13
6000 Private Moneys	10,050	290.00	1,320.00		8,730.00	13.13
Total	456,925	22,637.58	316,623.07		140,301.93	69.29
B. EXPENDITURES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	244,550	25,991.56	86,004.36	7,243.14	151,302.50	38.13
2000 Athletics	167,192	14,959.22	134,765.59	21,345.34	11,081.07	93.37
3000 Classes	12,350	4,943.08	12,848.02	0.00	(498.02)	104.03
4000 Clubs	66,535	2,473.95	76,393.42	11,388.62	(21,247.04)	131.93
6000 Private Moneys	11,611	0.00	9,583.09	0.00	2,027.91	82.53
Total	502,238	48,367.81	319,594.48	39,977.10	142,666.42	71.59
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	(45,313)	(25,730.23)	(2,971.41)		42,341.59	(93.44)
D. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	0	0.00	0.00		0.00	0.00
E. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)	0	0.00	0.00		0.00	0.00
F. NET CHANGE IN FUND BALANCE (C+D-E)	(45,313)	(25,730.23)	(2,971.41)		42,341.59	(93.44)
G. TOTAL BEGINNING FUND BALANCE	300,000		269,030.40			
H. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			0.00			
I. TOTAL ENDING FUND BALANCE (F + G ± H)	254,687		266,058.99			
J. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 819 Restricted for Fund Purposes	254,687		266,058.99			
G/L 840 Nonspnd FB - Invent/Prepd Itms	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 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	254,687		266,058.99			

Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance

Account Codes: Agency

Fund Code: 40

Reporting Month: June

Budget Type: Revised

Fund Description: Associated Student Body
Fund

Differences

0

0.00

Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance

Account Codes: Agency

Fund Code: 90

Reporting Month: June

Budget Type: Revised

Fund Description: Transportation Vehicle
Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	5,000	1,367.97	15,054.01		(10,054.01)	301.08
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	1,367.97	15,054.01		239,945.99	5.90
B. EXPENDITURES						
Type 30 Equipment	370,673	367,419.35	367,419.35	0.00	3,253.65	99.12
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	370,673	367,419.35	367,419.35	0.00	3,253.65	99.12
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. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)						
	0	0.00	0.00		0.00	0.00
F. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)						
	0	0.00	0.00		0.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)						
	(115,673)	(366,051.38)	(352,365.34)		(236,692.34)	204.62
H. TOTAL BEGINNING FUND BALANCE						
	122,000		476,882.30			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)						
			0.00			
J. TOTAL ENDING FUND BALANCE (G + H ± I)						
	6,327		124,516.96			

Budget Status Report

2025-2026

MEDICAL LAKE SCHOOL DISTRICT

Basis of Accounting: Fund Balance**Account Codes:** Agency**Fund Code:** 90**Reporting Month:** June**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	124,516.96
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 889 Assigned to Fund Purposes	0	0.00
G/L 890 Unassigned Fund Balance	0	0.00
Total	6,327	124,516.96

Differences	0	0.00
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7.28.2026 ~ Consent Agenda

Resignations - (termination) Kirstin Donovan - Bus Driver, Transportation (effective 7/28/2026); Heidi O'Connor - Preschool Para, Hallett Elementary (effective 6/24/2026); Trevor Buckley ~ Assistant Principal, Middle School (effective 6/30/2026); Steve Bahme ~ Paraeducator, High School (effective 7/17/2026); Nevin Hofer ~ Night Custodial, Hallett Elementary (effective 7/16/2026); Jonah Coffin ~ Assistant Football Coach, Middle School (7/21/2026); Gai Daily ~ Kitchen Lead, Michael Anderson (effective 6/23/2026);

Leaves - Rachael Roll 0.5 LOA approved 4.28.2026 ~ Now Returning full-time;

Staff Contracts:

Administrative Staff - None at this time

Certificated Staff - Maisie Dorcheus ~ Pre-School Teacher, Hallett Elementary (effective for the 2026/2027 school year); Davis Hill ~ 0.5 FTE Music Teacher, Hallett Elementary (effective for the 2026/2027 school year);

Certificated Substitutes - None at this time

Long-term Substitutes - None at this time

Classified Staff - None at this time

Classified Substitutes - None at this time

Extra Curricular Activities - Karin Parkison ~ 8th Grade Head Volleyball Coach, Middle School (effective fall 2026); Matt Bergman ~ Head Baseball Coach, Middle School (effective 2026/2027 season); Tanner Tareski ~ 7th Grade Boys Head Basketball Coach, Middle School (effective 2026/2027 season);

Other - Sabrina Peterson ~ District Office Summer Filing Project (2 weeks only beginning 7/13/2026);

Teachers Teaching Out of Content Areas: None at this time

Staff Travel: None at this time

Student Travel: 2026 FIRST Robotics Competitions ~ October 9-11, 2026, Sammamish HS, Bellevue WA. Supervisors - George Archer, Mike Durst, Lance Speirs, Abigail Archer, Robin Trout; October 23 - 25, 2026, Henry M Jackson HS, Mill Creek WA. Supervisors - Georg Archer, Mike Durst, Lance Speirs, Abigail Archer, Robin Trout.

Board Member Compensation: None at this time

Financials The following vouchers/warrants as audited and certified by the auditing officer, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, were approved for payment.

General Fund (Payroll) for June 30, 2026, warrants 139332 - 139336 in the amount of \$7,948.96;

General Fund (Payroll/Accounts Payable) for June 30, 2026, warrants 139337 - 139355 in the amount of \$738,479.44;

General/ASB/TVF Funds (Accounts Payable) for June 26, 2026, warrants 139356 - 139412 in the amount of \$470,143.64;

General/ASB Funds (Accounts Payable) for July 17, 2026, warrants 139413 - 139477 in the amount of \$244,761.98;

Coversheet

Approve Board Policy 2161 ~ Special Education and Related Services for Eligible Students; First Reading

Section: IV. Individual Actions Items
Item: A. Approve Board Policy 2161 ~ Special Education and Related Services for Eligible Students; First Reading
Purpose: Vote
Submitted by:
Related Material: Critical 2161.pdf

Medical Lake School District Board Policy**2161****1****Special Education and Related Services for Eligible Students**

The board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for eligible students will be an integral part of the general educational programs of this district, and will be operated in compliance with Federal and state requirements governing special education. The district will provide a continuum of placement options, which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of students with disabilities will be addressed individually and if, appropriate, students will be provided accommodations modifications and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 in accordance with district policy and procedures.

Medication or Resolution Agreements

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

~~Commencement Exercises/Certificate of Attendance~~

~~In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an Individualized Education Program (IEP) whose disabilities have impacted their opportunity to accumulate credits.~~

~~Each student's IEP team will determine the student's graduation plan, including graduation date. Students who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises students with an IEP will receive a certificate of attendance until they complete their credits for graduation.~~

The ~~district~~ superintendent ~~or designee will shall~~ develop and maintain special education procedures necessary to implement this policy. This policy and the procedures shall be available to the public.

Cross References:

Board Policy 2162

Board Policy 2410

Board Policy 3231

Board Policy 3241

Board Policy 3246

Board Policy 4217

Education of Students with Disabilities under section 504 of the Rehabilitation Act of 1973

High School Graduation Requirements

Student Records

Student Discipline

Restraint and Isolation

Effective Communication

Medical Lake School District Board Policy**2161****2****Legal References:**

Chapter 28A.155 RCW	Special Education
RCW 28A.600.485	Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 - procedures - definitions
RCW 28A.600.486	District Policy on the use of isolation and restraint - notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973
RCW 28A.605.020	Parents' Access to Classroom or School Sponsored Activities - Limitation
Chapter 49.60 RCW	Discrimination - Human rights commission
392-172A WAC	Rules for the provision of special education
29 U.S.C. 794	Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794
20 U.S.C. 1400 et seq.	Individuals with Disabilities Education Act of 2004
42 U.S.C. 12131-12133	Americans with Disabilities Act of 1990
28 CFR Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services
34 CFR Part 104	Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance
34 CFR Part 300	Assistance to States for the Education of Children with Disabilities
34 CFR Part 303	Early Intervention Program for Infants and Toddlers with Disabilities

Management Resources:

2026 July Issue
 2021 December Issue
 2016 March Issue
 2014 June Policy Alert
 2009 October Issue
 Policy News, December 2007 Updated Special Education Policy and Procedure
 Policy News, June 2007 Graduation Ceremonies of Special Education Students
 Policy News, December 1999 Rule Adoption Leads to Special Education Policy

Adoption Date: 08.00; 03.08; 06.10; 01.15; 07.16; 12.21;**Medical Lake School District****Revised Date: 02.00; 06.07; 12.07; 04.10; 06.14; 03.16; 12.21; 07.26;**

Coversheet

Approve Board Policy 2230 ~ Transition to Kindergarten Program; First Reading

Section:	IV. Individual Actions Items
Item:	B. Approve Board Policy 2230 ~ Transition to Kindergarten Program; First
Reading	
Purpose:	Vote
Submitted by:	
Related Material:	Critical 2230 .pdf

Medical Lake School District Board Policy**2230****1****Transition to Kindergarten Program**

If the Medical Lake School District operates a transition to kindergarten program, it will ensure that the program serves eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

Before beginning or expanding a transition to kindergarten program, the district must consider the existing availability and affordability of early learning providers, such as early childhood education and assistance programs, head start programs, and licensed childcare centers and family home providers in the region. If the district plans to implement and administrate a transition to kindergarten program, it is required to adhere to the minimum standards and requirements established by the office of the superintendent of public instruction related to:

- Best practices for site readiness of facilities that are used for the program;
- Developmentally appropriate curricula designed to assist in maintaining high quality programs in accordance with RCW 28A.320.230; and
- Professional development opportunities.

The district may blend or co-locate a transition to kindergarten program with other early learning programs.

A transition to kindergarten program will be considered a separate class or course for data reporting requirements under RCW 28A.320.175.

Eligibility, Recruitment, and Enrollment

The term “screening process and tools” means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

Children will be eligible to participate in the district’s transition to kindergarten program as follows:

1. Based on a screening process and tools, the district has determined that the child would benefit from additional preparation for kindergarten; and
2. The child’s age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.

Access to the transition to kindergarten program does not constitute an individual entitlement for any particular child.

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

1. Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.
2. Give priority to children with the lowest family income, not otherwise eligible and not enrolled in another local program.
3. Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.
- ~~4. Not charge tuition or other fees from state-funded eligible students for enrollment in a transition to kindergarten program.~~

Medical Lake School District Board Policy**2230****2**

The district is authorized to charge sliding scale fees for enrollment in a transition to kindergarten program, except for students who are eligible for but not yet placed in the early childhood education and assistance program or the head start program, or for children with disabilities entitled to a free appropriate public education in accordance with the special education laws.

All children enrolled in a transition to kindergarten program will be assigned a statewide student identifier. The district will administrate to all children enrolled in a transition to kindergarten program in the Washington Kindergarten Inventory of Developing Skills (WaKIDS) at the beginning of their enrollment and at least one more time during the school year. Children whose parents excuse them from participating in the WaKIDS do not have to participate.

Cross References:

Board Policy 3110

Qualification of Attendance and Placement

Legal References:

RCW 28A.300.072

Transition to kindergarten program

Chapter 392-425 WAC

Transition to Kindergarten

Management Resources:[2026 July Issue](#)

2025 April Issue

2023 July Issue

Adoption Date: 10.23; 12.25;**Medical Lake School District****Revised Date: 07.23; 04.25; 07.26;**

Coversheet

Approve Board Policy 3246 ~ Restraint and Isolation; First Reading

Section:	IV. Individual Actions Items
Item:	C. Approve Board Policy 3246 ~ Restraint and Isolation; First Reading
Purpose:	Vote
Submitted by:	
Related Material:	Critical 3246.pdf

Medical Lake School District Board Policy**3246****1****Restraint, ~~and Isolation~~ ~~and Other Uses of Reasonable Force~~**

It is the policy of the ~~Medical Lake School District Board of Directors~~ **board** that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, ~~restraint devices~~, **and** isolation, ~~and other uses of physical force~~. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint **or** isolation, ~~and other forms of reasonable force~~ may **only** be used on a **any** student when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm as defined by ~~RCW 71.05.0201 and Chapter 392-172A WAC~~ **RCW 28A.600.485** and explained in the procedure accompanying this policy. ~~Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued with the likelihood of serious harm has dissipated.~~

The superintendent or a designee will develop procedures to implement this policy, ~~including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. And ensure that the district complies with laws governing restraint and isolation of students. Additionally, the superintendent will annually report to the board on the use of force.~~

Cross References:

Policy 2161	Special Education and Related Services for Eligible Students
Policy 2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

RCW 9A.16.020	Use of Force — When lawful
RCW 9A.16.100	Use of Force on Children — Policy — Actions presumed unreasonable
RCW 28A.150.300	Corporal Punishment Prohibited
RCW 28A.155.210	Use of restraint or isolation – Requirement for procedures to notify parent or guardian - Additional procedures for compliance
RCW 28A.600.485	Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 – procedures – Summary of incidents of isolation or restraint - publishing to web site
RCW 71.05.020	Definitions
Chapter 392-172A WAC	Provision of Special Education Services
WAC 392-172A-01092	Imminent
WAC 392-172A-01092	Imminent

Medical Lake School District Board Policy

3246

2

WAC 392-172A-01107 Isolation
WAC 392-172A-01109 Likelihood of serious harm
WAC 392-172A-01162 Restraint
WAC 392-172A-02076 Prohibited practices
WAC 392-172A-02110 Isolation or restraint - conditions

Management Resources:

2026 July Issue
2021 December Issue
2016 March Issue
2015 July Policy Alert
Policy and Legal News, December 2013
Policy and Legal News, July 2013
Policy News, December 2008 Use of Reasonable Force Policy

Adoption Date: 10.22.13; 02.14; 06.16; 12.21;

Medical Lake School District

Revised Date: 12.08; 12.11; 07.13; 12.13; 03.16; 12.21; 07.24; 07.26;

Coversheet

Approve Board Resolution 25-26.03 ~ 2026/2027 Fiscal Year Budget

Section:	IV. Individual Actions Items
Item:	D. Approve Board Resolution 25-26.03 ~ 2026/2027 Fiscal Year Budget
Purpose:	Vote
Submitted by:	
Related Material:	Budget Resolution ~ 25-26.03 (2).pdf

**Medical Lake School District No. 326
Medical Lake, Washington**

Resolution No. 25-26.03

Adoption of 2026-27 Budget

A RESOLUTION of the Board of Directors of Medical Lake School District No. 326, Medical Lake, Washington, fixing and determining fund appropriations; adopting the 2026-2027 budget, the four year budget plan summary and the four-year enrollment projection; and providing for other related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF MEDICAL LAKE SCHOOL DISTRICT NO. 326, MEDICAL LAKE, WASHINGTON, AS FOLLOWS:

Section 1. Findings and Determinations. The Board of Directors (the “Board”) of Medical Lake School District No. 326, Medical Lake, Washington (the “District”), takes note of the following facts and hereby makes the following findings and determinations:

- a) Pursuant to RCW 28A.505.040, the District has completed the budget for the 2026-27 fiscal year and published electronic notice of the same on its website. The 2026-27 budget includes, among other things, a complete financial plan of the District for the ensuing 2026-27 fiscal year and a summary of the four-year budget plan that includes a four-year enrollment projection.
- b) Pursuant to RCW 28A.505.060, the Board shall adopt the 2026-27 budget on or before August 1, 2026. Prior to adoption of the 2026-27 budget, the Board shall meet and conduct a public hearing to allow any person to be heard for or against any part of the 2026-27 budget, the four year budget plan, or any proposed changes to uses of enrichment funding under RCW 28A.505.240 (a/k/a educational programs and operation levy).
- c) The Board, following notice thereof being published in a newspaper of general circulation within the District, conducted a public hearing on Monday, July 28, 2026, in accordance with the requirements of RCW 28A.505.060 for the purpose of adopting the 2026-27 budget.

Section 2. Fixing and Determining Fund Appropriations; Adoption of 2026-27 Budget, Four-Year Budget Summary and Four-Year Enrollment Projection.

- a) The Board hereby fixes and determines the appropriation from each fund contained in the 2026-27 budget, as follows:

General Fund	\$ 35,700,000
Associated Student Body Fund	\$ 469,676
Debt Service Fund	\$ 1,583,800
Capital Projects Fund	\$ 1,171,373
Transportation Vehicle Fund	\$ 468,932

- b) The Board hereby adopts the 2026-27 budget, the four-year budget plan summary, and the four-year enrollment projection and the appropriations as fixed and determined above, all of which are on file with the District and incorporated herein by this reference.

Section 3. General Authorization and Ratification. The Secretary to the Board, the President of the Board, the District's Director of Finance and other appropriate officers of the District are hereby further authorized to take all other action, to do all other things consistent with this resolution, and to execute all other documents necessary to effectuate the provisions of this resolution, and all actions heretofore taken in furtherance thereof and not inconsistent with the provisions of this resolution are hereby ratified and confirmed in all respects.

ADOPTED by the Board of Directors of Medical Lake School District No. 326, Medical Lake, Washington, at a special open public meeting thereof held this 28th day of July, 2026, the following Directors being present and voting in favor of the resolution.

DATED this 28th of July, 2026

Secretary, Board of Directors

President, Board of Directors

Board Member

Board Member

Board Member

Board Member

Coversheet

Approve the 2026/2027 Meal Applications

Section:	IV. Individual Actions Items
Item:	G. Approve the 2026/2027 Meal Applications
Purpose:	Vote
Submitted by:	
Related Material:	26.27 Complete F.R Meals Application.pdf

National School Lunch Program/School Breakfast Program 2026-27 Letter to Households (Public Schools)

Dear Parent/Guardian:

Completing the Child Nutrition Eligibility & Education Benefit Application may qualify you for: free or reduced-price meals, SUN Bucks benefits, reduced fees for other programs and activities, and help secure funding for your school district. Breakfast and lunch will be served at no cost to those children who qualify for free and reduced-price meals in grades K-12. All other students will be charged the rates shown below.

Grade Level	Breakfast	Lunch
P-5	FREE	FREE
6-12	\$ 1.70	\$ 3.55
Adult	\$ 3.40	\$ 5.20

Who should fill out an application?

Fill out the application if:

- Total household income is the SAME or LESS than the amount on the chart.
- You receive Basic Food, take part in the Food Distribution Program on Indian Reservations (FDPIR), or receive Temporary Assistance for Needy Families (TANF) for your children.
- You are applying for foster children that are under the legal responsibility of a foster care agency or court.

Turn in the application to Jill Howard – 116 W Third Street – or - PO Box 128, Medical Lake, WA 99022.

Be sure to submit ONLY ONE application per household. We will notify you if the application is approved or denied. Foster, migrant, homeless, and runaway children, and children enrolled in a Head Start program are categorically eligible for free meals. If you are completing an application for these children, contact Jill Howard at jhoward@mlsd.org for more information. Please note that a non-household member may be designated as the authorized representative for application processing purposes, if you have difficulty completing the application.

What counts as income? Who is considered a member of my household?

Look at the income chart below. Find your household size. Find your total household income. Households with incomes at or below the income limits may be eligible for free or reduced-price meals and SUN Bucks benefits. If members in the household are paid at different times during the month and you are unsure if your household is eligible, fill out an application and we will determine your income eligibility for you. The information provided on the application will be used to determine your child's eligibility for free or reduced-price meals and SUN Bucks benefits.

Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals regardless of personal use income. If you have questions about applying for meal benefits for foster children, please contact us at [509-565-3131](tel:509-565-3131)

USDA Child Nutrition Program Income Guidelines Effective July 1, 2026–June 30, 2027					
Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$29,526	\$2,461	\$1,231	\$1,136	\$568
2	\$40,034	\$3,337	\$1,669	\$1,540	\$770
3	\$50,542	\$4,212	\$2,106	\$1,944	\$972
4	\$61,050	\$5,088	\$2,544	\$2,349	\$1,175
5	\$71,558	\$5,964	\$2,982	\$2,753	\$1,377
6	\$82,066	\$6,839	\$3,420	\$3,157	\$1,579
7	\$92,574	\$7,715	\$3,858	\$3,561	\$1,781
8	\$103,082	\$8,591	\$4,296	\$3,965	\$1,983
For each add'l family member, add:	\$10,508	\$876	\$438	\$405	\$203

HOUSEHOLD is defined as all persons, including parents, children, grandparents, and all people related or unrelated who live in your home and share living expenses. If applying for a household with a foster child, you may include the foster child in the total household size.

HOUSEHOLD INCOME is considered to be the income each household member received before taxes. This includes wages, social security, pension, unemployment, welfare, child support, alimony, and any other cash income. If including a foster child as part of the household, you must also include the foster child's personal income. Do not report foster payments as income.

What must be on the application?

A. For households not getting any assistance:

- Student name(s)
- Names of all household members
- Income by source for all household members
- Adult household member's signature
- Last 4 digits of social security number of the adult household member who signs the application (or if the adult signing does not have a social security number, check the associated box).

Complete *Parts 1, 2, 3, 4, and 5; Part 6 is optional.*

B. For households with only foster child(ren)

- Student's name
- Adult household member signature

Complete *Parts 1 and 5; Part 6 is optional.* You may also send the school a copy of the court documentation showing the foster child(ren) was/were placed with you instead of filling out an application form.

Last 4 digits of SSN are not required for B.

What must be on the application? *continued*

National School Lunch Program/School Breakfast Program

2026-27 Letter to Households (Public Schools)

C. For a family getting Basic Food/TANF/FDPIR:

- List all student names
 - Enter a case number
 - Adult household member's signature
- Complete *Parts 1, 2, 4, and 5. Part 6 is optional.*
Last 4 digits of SSN are not required for C.

D. For household with a foster child(ren) and other children:

Apply as a household and include foster children. Follow the directions for **"A. For households not getting any assistance:"** and include the foster child's personal use income.

All information provided on the application must be true and correct. By completing the application, your household attests that they do not receive SUN Bucks benefits through a different State or Indian Tribal Organization (if applicable), you recognize that this information is given in connection with the receipt of federal or state benefits and that school officials may verify (check) the information. **Purposely providing false information may result in your children losing these benefits, and you may be prosecuted under applicable State and Federal criminal statutes.**

What if I'm not receiving basic food dollars?

If you have been approved for Basic Food but do not actually receive Basic Food dollars, you may be eligible for free or reduced-price meals. You must apply for meal benefits by filling out a meal application and returning it to your child's school.

Do my children automatically qualify if they have a case number?

Yes. Children on TANF or Basic Food may get free meals and children receiving some Medicaid benefits may be eligible for free or reduced-price meals without the household having to complete an application. These children are identified by the school using a data matching process. This matched list is then made available to your child's school food service staff. The students on this list get free meals if their schools have the free and reduced-price breakfast and/or lunch program (not all schools do). Please contact us immediately if you feel your children should be receiving free meals and are not. If you do not want your child to participate in the free meal programs using this method, please notify the school.

If anyone in my household has a case number, will all children qualify for free meals?

Yes. If someone else in the household has a case number, other than a foster child, you must fill out an application and send it to your student's school. Please contact us immediately if you feel other children in your household should be receiving free meals and are not.

Basic Food - Can I qualify for assistance in buying food?

Basic Food is the state's food stamp program. It helps households make ends meet by providing monthly benefits to buy food. Getting Basic Food is easy! You can apply in person at the local DSHS Community Service Office, by mail, or online. There are other benefits too. You can learn about Basic Food by calling 1-877-501-2233 or by logging on to <https://www.dshs.wa.gov/esa/community-services-offices/basic-food>.

We are in the military. Do we report our income differently?

Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Any additional combat pay resulting from deployment is also excluded from income.

My child's application was approved last year. Do I need to fill out a new one?

Yes. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.

What if some household members have no income to report?

Household members may not receive some types of income we ask you to report on the application, or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.

Health Coverage

To inquire about or apply for health care coverage for kids in your family, please visit <http://www.wahealthplanfinder.org> or you may call Washington Health Plan Finder at 1-855-923-4633.

What if my child needs special foods?

If your child needs special foods, contact the school/district food service office.

Proof of Eligibility

The information you provide may be verified at any time. You may be asked to send additional information to prove your child is eligible to receive free and reduced-price meals.

Fair Hearing

If you do not agree with the decision on your child's application or the process used to prove income eligibility, you may talk with Jill Howard, the fair hearing official. You have the right to a fair hearing which may be arranged by calling the school/school district at this number 509-565-3131.

**National School Lunch Program/School Breakfast Program
2026-27 Letter to Households (Public Schools)**

Reapplication

You may apply for benefits any time during the school year. If you should have a decrease in household income, an increase in household size, or become unemployed, or receive Basic Food, TANF, or FDPIR, you may be eligible for benefits and may fill out an application at that time.

USDA Non-Discrimination

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Medical Lake School District #326, WA - Regular Board Meeting - Agenda - Tuesday July 28, 2026 at 6:00 PM
2026-27 Child Nutrition Eligibility & Education Benefit Application – Medical Lake School District #326

Complete, sign, and return this application to: Jill Howard – 116 W Third Street – or – PO Box 128 Medical Lake, WA 99022

This application may qualify you for: meal benefits, SUN Bucks benefits (if enrolled in a NSLP/SBP school), reduced fees for other programs and activities, and/or help secure funding for your school district.
If your child(ren) are enrolled in a Community Eligibility Provision (CEP) or Provision 2 school, completing this application will not impact your eligibility to receive meals at no cost.

Check here if you received meal benefits last year: ☐ **Check here if you do NOT wish to receive benefits or provide income information:** ☐

1. List **all students** living with you that are attending school. If the student is in foster care, experiencing homelessness, or receiving migrant education services, indicate this by placing an “x” in the appropriate box. Include any personal income received by the student and make an “x” in the correct box for how often it is received. ☐ **Homeless** ☐ **Migrant**

Student’s Last Name	Student’s First Name	MI	Foster	Date of Birth*	School*	Grade*	Student Income	Weekly	Bi-weekly	2 X Month	Monthly
			☐				\$	☐	☐	☐	☐
			☐				\$	☐	☐	☐	☐
			☐				\$	☐	☐	☐	☐
			☐				\$	☐	☐	☐	☐
			☐				\$	☐	☐	☐	☐

2. If any Household Members (including yourself) currently participate in one or more of the following assistance programs, please write in a case number. If no, go to Step 3.

☐ Basic Food ☐ TANF ☐ Food Distribution Program on Indian Reservations (FDPIR) Case Number: _____

3. List the names of all other household members - Enter income (in whole dollars) and CHECK how often it is received. If a household member does not receive income, write 0. If you enter 0 or leave the income sections blank, you are promising there is no income to report.

Names of ALL other household members (do not include students listed above)	Foster	Earnings from work (before any deductions)	Weekly	Bi-weekly	2 X Month	Monthly	Public Assistance/ Child Support/ Alimony	Weekly	Bi-weekly	2 X Month	Monthly	Pensions/ Retirement/ Social Security (SSI)	Weekly	Bi-weekly	2 X Month	Monthly	Any Other Income Not Already Listed	Weekly	Bi-weekly	2 X Month	Monthly
	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐
	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐
	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐
	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐
	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐	\$	☐	☐	☐	☐

4. Total Household Members (include all people living in your household): Last Four Digits of Social Security Number (SSN) of Check if no SSN: ☐
(total listed must equal number of household members listed above) Primary Wage Earner or Other Household Member (Optional if only applying for Summer EBT)

5. Contact Information & Signature – Complete, sign, and return this application to: Jill Howard – 116 W Third Street, Medical Lake, WA – or – PO Box 128, Medical Lake, WA 99022

I certify (promise) that all information on this application is true, that all income is reported, and that my household does not receive SUN Bucks benefits through a different State or Indian Tribal Organization (if applicable). I understand that this information is given in connection with the receipt of federal or state benefits and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose these benefits, and I may be prosecuted under applicable State and Federal criminal statutes.

Printed Name of Adult Household Member

Adult Household Member Signature

E-mail Address*

Mailing Address**

City, State & Zip Code**

Daytime Phone*

Date

*These fields are informational only and not required.

**This field is optional; however, the mailing address provided will assist in determining where communication and SUN Bucks cards (as applicable) should be mailed to.

6. Children's Racial and Ethnic Identities (Optional) – We are required to ask for information about your child(ren)'s race and ethnicity. This information is important and helps make sure we are fully serving our community. Responding to this section is optional and does not affect your child(ren)'s eligibility for free & reduced-price meals.

Mark one or more racial identities:

☐ American Indian or Alaska Native

☐ Asian

☐ Black, or African American

☐ Native Hawaiian or Other Pacific Islander

☐ White

Mark one ethnic identity:

☐ Hispanic or Latino

☐ Not Hispanic or Latino

Child Nutrition Eligibility: The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced-price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (Basic Food), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced-price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider. Medical Lake School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Civil Rights Compliance Coordinator, Dr. Kimberly Headrick, civilrights@mlsd.org 116 W Third St, Medical Lake WA 99022 (509) 565-3100; Title IX Coordinator, Mr. Robert Haugen, titleix@mlsd.org 116 W Third St, Medical Lake WA 99022 (509) 565-3100; Section 504/ADA Coordinator, Ms. Tawni Barlow section504@mlsd.org 116 W Third St, Medical Lake WA 99022 (509) 565-3100; You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office. The U.S. Department of Health and Human Services (HHS) complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, religion, or sex (including pregnancy, sexual orientation, and gender identity).

SCHOOL USE ONLY – DO NOT WRITE BELOW THIS LINE

ANNUAL INCOME CONVERSION: Weekly x 52; Bi-Weekly x 26; Twice per month x 24; Monthly x 12.

(Do **NOT** convert to annual income unless household reports multiple pay frequencies).

LEA APPROVAL:	☐ Basic Food/TANF/FDPIR/Foster	Total Household Size	_____	Weekly	_____	Bi-Weekly	_____	2x per Month	_____	Monthly	_____	Annual	_____
	☐ Income Household	Total Household Income	\$ _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	
APPLICATION APPROVED FOR:		APPLICATION DENIED BECAUSE:											
☐ Free Eligible		☐ Income Over Allowed Amount		☐ Other: _____									
☐ Reduced-Price Eligible		☐ Incomplete/Missing Information											

Date Notice Sent

Signature of Approving Official

Date

Application ID Number

Coversheet

Approve the District's Annual Notifications

Section:	IV. Individual Actions Items
Item:	H. Approve the District's Annual Notifications
Purpose:	Vote
Submitted by:	
Related Material:	Annual Notifications 2026-27.pdf



MEDICAL LAKE SCHOOL DISTRICT No. 326

P.O. Box 128, Medical Lake, WA 99022
Phone (509) 565-3100 Fax (509) 565-3102

Annual Notifications

State or Federal Law requires these annual notifications. Please read through this information carefully and if you have questions, please call our Administration Office at (509) 565-3100. We always strive to provide accurate and timely communication.

Homeless Assistance

Students who become homeless may receive assistance to remain at their school as well as receive other assistance. Please contact the school counselor or our Homeless Liaison at (509) 565-3137.

Policies and Procedures

Parents and other members of the public have the right to request policies and procedures and any required evaluations, plans, and reports relating to the Special Education Part B Program. Requests may be sent in writing to: Director, Student Support Services, Medical Lake School District, P.O. Box 128, Medical Lake, WA 99022.

Special Education Public Participation Information

Those interested in attending a meeting and/or reviewing the IDEA application and related surveys and reports may call the Student Support Services office at (509) 565-3145 for specific information.

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email: oeoinfo@gov.wa.gov, or call: 866-297-2597 (interpretation available).

Notification of Rights Under the Family Education Rights and Privacy Acts (FERPA) for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.* Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a

special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

Data-Sharing with Higher Education RCW 28A.150.515 and RCW 28B.10.041 require that school districts submit directory information for high school students and their parents/guardians to OSPI. "Directory information" means the names, addresses, email addresses, and telephone numbers of students and their parents or legal guardians. OSPI is required to make this information available to institutions of higher education for the purpose of informing students of postsecondary educational opportunities available in the state. Institutions of higher education for this purpose are Central Washington University, Eastern Washington University, The Evergreen State College, University of Washington, Washington State University, Western Washington University, Washington State Community and Technical Colleges, St. Martin's University, and Heritage University.

Students or their parents/guardians may opt-out of having this data shared.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

*State Law Qualification: Although FERPA allows 45 days to honor a request, the state policy records law requires an appropriate response to a "public records" request within five business days. RCW 42.17.320. For further information regarding FERPA or for other questions for special needs students, please call the Educational Support Services office at (509) 565-3145.

Child Find Screening

Medical Lake School District provides a preschool screening clinic for those who live in this district. The screening is offered at no cost to all children birth through five years of age in order to prepare for their future educational needs.

Appointments are necessary. If you would like more information about the screening or would like to make an appointment to have their preschooler screened, please contact Educational Services office at (509) 565-3145. The screening takes about two hours to complete. During this time, children will be given free vision, hearing, speech, language, and developmental checks. Even very young children can be tested in some of these areas.

While the child is being screened, parents will be asked to provide general information on their child's development. Their baby book or calendar may be helpful to parents in answering some of the questions. Results of the screening will be provided to parents after the screening has been completed.

Use of Tobacco and Nicotine Products Prohibited

Current school laws of the State of Washington and Medical Lake School District Policy 4215 prohibit the use of tobacco in any form on school district property. The Board of Directors and your school staff realizes that this will be an inconvenience for some patrons. Thank you for your cooperation and understanding.

Firearms or Dangerous Weapons Prohibited

It is a violation of Medical Lake School District Policy 4210 and state law (RCW# 9.41.280) for any person to carry a firearm or dangerous weapon on school premises, school provided transportation, or areas of other facilities being used exclusively for school activities.

Asbestos Hazard Emergency Response Act (AHERA)

In compliance with federal legislation, the Medical Lake School District has contracted with accredited personnel to complete AHERA inspections and management plans for all district buildings. The inspection discovered some friable and, or, non-friable asbestos containing building materials (ACBM) in district buildings. Friable ACBM has been removed, encapsulated, encased, or otherwise protected in accordance with federal AHERA and state WISHA laws. Non-friable ACBM are being regulated in accordance with all federal and state laws.

All friable and non-friable ACM discovered during the inspections are recorded in the AHERA management plan along with the approved response actions for each. Copies of the AHERA inspection report and management plan for the entire school district are available for public review at the administration office during regular business hours. Each school office also has available a copy of their respective building report. All questions regarding asbestos in the school district should be directed to Chris Harris, maintenance supervisor at (509) 565-3136.

Pesticide Notification

At least 48 hours before the application of a pesticide to school facilities or school grounds, the District shall notify parents and staff of the planned application in writing, including the heading, "Notice: Pesticide Application." This notice shall be posted in a prominent place in the building office in addition to being provided to parents and staff. This pre-notification is not required if the school grounds or facilities will not be occupied by students for two days following the application of the pesticide. If the application is not made within 48 hours of the notification, another notification shall be made prior to the application. This pre-notification is not required in the case of any emergency application of pesticides to a school facility, such as an application to control stinging pests, but full notification shall be made as soon as possible after the application.

Following the application of a pesticide to school facilities (structures and vehicles) a sign shall be posted at the location of the application. The notice shall be at least 8.5 x 11 inches in size, shall include the heading, "Notice: Pesticide Application," and shall state the product name; date, time and specific location of the application; the pest for which the application was made; and a contact name and telephone number. The notice shall remain posted for 24 hours, or longer if required by the label of the pesticide.

Following the application of a pesticide to school grounds, notice shall be posted at the location of the application and at each primary point of entry to the grounds. The notice shall be at least 4 x 5 inches in size and state that the landscape recently has been treated with a pesticide and provide a contact name and telephone number. The notice shall remain posted for 24 hours, or longer if required by the label of the pesticide.

These notices are not required for the application of antimicrobial pesticides (substances used to sanitize or disinfect for microbial pests: viruses, bacteria, algae and protozoa). These notices are not required for the placement of insect or rodent bait that are not accessible to children. All pesticides and herbicides used in the District are filed in the maintenance office. If you have any questions please call (509) 565-3136.

Nutrition Services Information

Students in families that qualify for reduced price meals will now be able to receive breakfast/lunch at no cost. Elementary students receive free breakfast and lunch. All schools display menus on the TV in the cafeteria. Menus can also be found on our web page. Please see the Food Services tab under "departments" at www.mlsd.org. If you would like more information, please call Nutrition Services at (509) 565-3131.

Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that school districts, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary. Medical Lake School District has designated the following information as directory information:

Student's name	Address/Telephone listing
Electronic mail address	Grade level
Honors and awards received	Photograph
Date and place of birth	Dates of attendance
Weight /height of members of athletic teams	Most recent previous school attended
Participation in officially recognized activities/sports	

If you do not want Medical Lake School District to disclose directory information for your child you must notify the District in writing within 30 days of the start of the school year.

Title I

Schools that have a free/reduced lunch percentage at or above the district average qualify for additional funding through a Title I federal grant. Funds are used to support qualified struggling students in reading and/or math. Title I information is available from the school office.

District Complaint Procedures

Anyone can file a citizen complaint. There is no special form or need to know the law that governs a federal program to file a complaint. Complaints should first be directed to your child's teacher or principal. If you feel this has not yielded the desired results, contact the district's Title IX/RCW 28A.640 compliance officer, Mr. Robert Haugen at (509) 565-3100.

(the following is from OSPI's website)

Here is an overview of the citizen complaint process: 392-168 WAC, Special Service Programs—Citizen Complaint Procedure

- STEP 1 Use Your Local Process First
- STEP 2 File a Citizen Complaint Through OSPI <http://www.k12.wa.us/title/> (file a citizen complaint is in the lower left corner)
- STEP 3 Mail or Fax Your Written Citizen Complaint to OSPI
- Office of Superintendent of Public Instruction
Attn: Citizen Complaint-Title I, Part A
P.O. Box 47200
Olympia, WA 98504
Fax: (360) 586-3305

Highly Qualified Staff

Medical Lake School District ensures that teachers and para educators are "Highly Qualified" to be in the classrooms. Teachers must have: at least a Bachelor's Degree, Washington State Teaching Certificate and be endorsed in the areas they are teaching. Para educators must have: High School diploma or equivalent, two years college or certification of passing a competency exam. Parents have the right to request this information from Robert Haugen, Assistant Superintendent of Teaching and Learning at (509) 565-3100.

Highly Capable

Medical Lake School District welcomes nominations from parents, teachers and community members on the Highly Capable Program. Students nominated will be screened and results will be shared with the parent/guardian by the district Director of Teaching and Learning. For more information please contact Robert Haugen, (509) 565-3100.

Non-Discrimination

Medical Lake School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator, Dr. Kimberly Headrick, civilrights@mlsd.org
116 W Third St, Medical Lake, WA 99022 (509) 565-3100

Title IX Coordinator, Mr. Robert Haugen, titleix@mlsd.org
116 W Third St, Medical Lake, WA 99022 (509) 565-3100

Section 504/ADA Coordinator, Ms. Tawni Barlow, section504@mlsd.org
116 W Third St, Medical Lake, WA 99022 (509) 565-3100

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint. For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view online at www.mlsd.org (district/nondiscrimination notice).

Americans With Disabilities Act (ADA)

Individuals with disabilities who may need a modification to participate in programs and/or meetings held in the District should contact the school or district office location no later than three (3) days prior to the program/meeting so that arrangements for modification or accommodations can be made.

Students With Disabilities

Board Policy and Procedure 2162 and 2162P addresses education of students with disabilities as it pertains to the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Questions pertaining to IDEA or Section 504 should be directed to Educational Support Services (509) 565-3145.

Prohibition of Harassment, Intimidation and Bullying

Medical Lake School District is committed to an environment for all students that is free from harassment, intimidation and bullying. Harassment, intimidation and bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images. Any complaints or concerns regarding harassment, intimidation and bullying can be directed to Robert Haugen (509) 565-3124.

Sexual Harassment

Medical Lake School District is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities. Informal and formal reporting procedures can be found on the district website (our district/forms and policies/policies and notices) Sexual Harassment Policy 6590 and Procedure 6590P.

Coversheet

Approve the Minimum Basic Education Requirement Compliance

Section:	IV. Individual Actions Items
Item:	K. Approve the Minimum Basic Education Requirement Compliance
Purpose:	Vote
Submitted by:	
Related Material:	2026-27 Minimum Basic Education Requirements Survey-Review (2).pdf

2026-27 Minimum Basic Education Requirements Survey

3. Name Check

You entered the LEA Code for the following:

Medical Lake School District

If this is correct, please click Next to go to the survey.

If this is incorrect, please close out of this survey, then [open a new survey](#) and enter the correct LEA code (you may need to clear your cache). You can find your LEA code on [OSPI's Education Directory](#). If you need help, please [email the State Board of Education](#).

4. Overview, Instructions, and Deadlines

A note for people using screen reading technology: This survey uses question logic to collect additional information. If you are having difficulty completing this survey, please email the State Board of Education's [Accessibility Coordinator](#) for alternative options to complete this survey. The State Board of Education is committed to ensuring everyone has equal access to our services.

Overview

To receive annual Basic Education funding, local education agencies (LEAs) must meet the minimum instructional program of basic education defined in [RCW 28A.150.220](#). The minimum instructional program is part of Washington's Program of Basic Education established under Chapter [28A.150](#) RCW. Under the Program of Basic Education, LEAs must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship.

The State Board of Education (SBE) is responsible for ensuring LEA compliance with the minimum instructional program of basic education ([RCW 28A.150.220\(7\)](#) and [WAC 180-16-195](#)) for the upcoming school year. SBE manages this annual data collection survey for LEAs to confirm compliance and indicate how they are meeting other legislative requirements. Survey responses to required questions and responses to possible follow-up questions from SBE staff will complete the reporting requirement for the 2026-27 school year. LEAs required to fill out this survey include:

- Public school districts
- Public charter schools
- State-Tribal Education Compact schools (STEC schools) - STEC schools may have basic education exemptions in their compact
- Direct-Funded Technical Colleges (DFTCs) that offer basic education-funded high school programs
- State-funded Institutions (Washington Center for Deaf and Hard of Hearing Youth and Washington State School for the Blind)

In addition to being the tool LEAs use to show compliance, this survey also:

- Informs LEAs of requirements and recommendations in current law,
- Provides information to help inform SBE's [FutureReady](#) graduation requirements initiative
- Allows SBE to gather data for an annual report showing how basic education is implemented throughout the state. See [SBE's Basic Education website](#) for past reports.

Instructions:

Recommended First Step

Please review the following resources before starting the survey:

The [2026-27 Basic Education Compliance Matrix](#) lists the offerings required for basic education certification and additional legislatively required offerings. It also lists legislatively encouraged offerings and has links to relevant statutes and rules, Washington State School Directors' Association model policies, and Office of the Superintendent of Public Instruction (OSPI) bulletins and webpages. Survey questions are tied to all of the offerings listed in the matrix.

The sample surveys below show the questions asked so you can gather appropriate data and information. Required questions have an asterisk, and optional questions are generally labeled as optional. Note that survey questions and placement are different from previous years.

[Sample survey for an LEA with multiple high schools](#)

[Sample survey for an LEA with one high school](#)

[Sample survey for an LEA without high schools](#)

Review your LEA's 2025-26 school year survey submission. A PDF of the submission was emailed to the superintendent and the person who submitted the survey last year.

Answering Questions

New this year: Some questions will be pre-filled based on past responses or other publicly available data. The survey will ask you to confirm the answers and make changes if needed.

Generally, LEAs will only be asked questions appropriate to their enrolled grade levels. LEAs with high school grades are required to answer more questions than other LEAs.

Required questions are marked with a **red asterisk (*)**. If you answer a question with a response that is not in alignment with state requirements, a warning will appear asking if your answer was correct. You will be able to go back and change your answer if you made a mistake or you may continue on.

SBE encourages LEAs to answer optional questions to provide comprehensive data about educational offerings in the state.

The amount of time the survey takes depends on the grades the LEA enrolls, as well as whether the survey taker needs to do any research to answer questions.

Saving Survey before Submission

After you begin, your progress is automatically saved - you just need to go back to the main survey link and re-enter your LEA code. Alternatively, you may save your progress and return to your application using the "Save and continue later" option at the bottom of each page and shown below. After you enter your email and click the "Save" button, you will receive an emailed link. When you return to the survey using the emailed link, you will be taken to the last page you completed in full, and you will also be able to navigate back to previous pages to make changes or review your entries.

Save and continue later ^

Please supply an email address to save your progress. A unique link will be emailed to you that will allow you to return where you left off.

Email:

Verify Email:

Save Never Mind

Submitting the Survey

Before submission, the superintendent, LEA leader, or another person with the authority to sign for the LEA, must certify that both the superintendent/LEA leader and the school board president or chairperson have reviewed and approve the submission of the survey and that the answers are correct and accurate (as required by [WAC 180-16-195](#)). Prior to certification, you will be able to download/print a PDF of all responses so you can review and make any necessary changes before the final step.

At the bottom of the certification page, be sure to click on the "Submit" button. Upon submission, you will receive an email confirmation with a PDF attachment of your responses. Items that start with the **yellow highlighted** phrase "POTENTIAL COMPLIANCE ISSUE" indicate potential issues with your responses that will need to be addressed.

Deadline

The final survey submission deadline is Tuesday, September 15, 2026 ([WAC 180-16-195\(1\)](#)). LEAs that submit earlier may be certified as being in compliance with the minimum instructional program of basic education as early as June 2026 as shown below. Survey responses that indicate non-compliance will delay the certification process.

If survey is submitted by:	Your LEA may be certified as early as:
Tuesday, June 2, 2026	SBE's June 23-25 meeting
Wednesday, July 22, 2026	SBE's August 12-13 meeting
Thursday, August 20, 2026	SBE's September 10 meeting
Tuesday, September 15, 2026	SBE's October 14-15 meeting

We will regularly update [SBE's Basic Education webpage](#) with survey submission and LEA certification status in June. We are unable to send out individual communications regarding your LEA's status.

Reminder: Willful Noncompliance Law

In 2025, the Washington Legislature passed Engrossed Substitute House Bill 1296, which requires the Office of the Superintendent of Public Instruction (OSPI) to establish a process for receiving and investigating complaints alleging willful noncompliance with certain state laws, including required minimum instructional hours and specific curriculum requirements. OSPI may impose consequences, including withholding and redirecting basic education funding toward a compliance action plan and recalling school board members. OSPI must establish the complaint process by July 1, 2026. See [OSPI's rulemaking activity page](#) for more information.

Contact

Gail Wootan, Director of System Health and Compliance
gail.wootan@k12.wa.us

To start the survey, click the "Next" button below.

6. LEA Information

The information below is prefilled based on last year's survey submission and the Office of the Superintendent of Public Instruction's [Education Directory](#) and Report Card. Please review for accuracy and make any necessary changes before going to the next page.

If the superintendent name and email are incorrect, please change in the survey and also notify your LEA's Data Security Manager, EDS School Manager, or Directory Manager so they can update the directory. If you don't know who that is, contact OSPI EDS Technical Support at eds.support@k12.wa.us or 1.800.725.4311.

1. Contact Information

Superintendent/Leader First Name

Kimberly

Superintendent/Leader Last Name

Headrick

Superintendent/Leader Email

kheadrick@mlsd.org

2. SBE will contact the superintendent by email if there are questions about survey responses. However, if your LEA prefers that a different person is contacted, please enter that person's contact information below.

Additional Contact First Name

Rob

Additional Contact Last Name

Haugen

Additional Contact Email

rhaugen@mlsd.org

3. Does your LEA expect to enroll ALL grades K through 12 in the 2026-27 school year? This includes any program for which the LEA receives basic education funding from OSPI. (This survey does not address Pre-K and TK)

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

4. How many of the LEA's schools will enroll students in any grades 9 through 12 in the 2026-27 school year?

1

7. Accessibility and Minimum School Days

RCW [28A.150.220\(5\)](#) requires the following:

Each LEA's K-12 basic education program must be accessible to all students who are five years of age and less than 21 years of age, as provided by RCW [28A.225.160](#), and shall remain accessible to students with disabilities as defined in RCW [28A.155.020](#) from age 21 until the end of the school year in which those students turn 22 years of age.

An LEA's school year must be a minimum of 180 school days for all K-12 grades served unless it has an OSPI-approved waiver. LEAs administering the [Washington kindergarten inventory of developing skills \(WaKids\)](#) may use up to three school days at the beginning of the school year to meet with parents and families (Family Connection meetings) without applying for a waiver.

LEAs with graduating seniors may schedule the last five school days for noninstructional purposes, including, but not limited to, the observance of graduation and early release from school upon the request of a student.

5. For the grades served by the LEA, will the LEA's basic education program be accessible to all students who are at least five years of age and less than age 21, and remain accessible to students with disabilities from age 21 until the end of the school year in which those students turn age 22 as required by RCW [28A.150.220\(5\)](#)?

Yes

6. Will the LEA make 180 school days accessible to all legally eligible students in the 2026-27 school year?

If this section is already answered, it means that OSPI's records show that at least one waiver has been approved for the 2026-27 school year. Please review for accuracy and make any necessary changes.

No, the LEA has at least one waiver that will be applied uniformly across all schools

7. OSPI's records show that the following waivers (with number of waived days) are approved for the 2026-27 school year for all schools in the LEA. Please review for accuracy and make any necessary changes before going to the next question.

If the boxes are blank, it means that either OSPI has not processed a waiver application or SBE does not have the waiver information yet. Please enter the number of days requested and, if necessary, go to [OSPI's school day waiver page](#) for application instructions.

	Number of Days Waived
180-Day Waiver for improvement of student learning (i.e. professional development, parent-teacher conferences of more than five days transition days, alternative calendar, etc.)	
Parent-Teacher Conference Waiver of five days or less.	4
Economy and Efficiency Waiver (i.e. four-day school week for LEAs with under 1000 students)	
A Waiver for other reasons	

8. Minimum Instructional Hours

RCW [28A.150.220\(2\)](#) and [WAC 180-16-200](#) require LEAs to meet minimum instructional hour requirements based on grades enrolled, even if the LEA has an approved waiver to offer less than 180 school days. The minimum instructional hours are described in the table below:

Grade Level	Minimum Instructional Hours Per Year
Kindergarten	At least 1000 hours
Grades 1–8 only	District-wide average of at least 1,000 hours
Grades 9–12 only	District-wide average of at least 1,080 hours
Districts/LEAs with high school grades and below	<i>Option 1.</i> District-wide average of at least 1,080 hours for grades 9–12 AND a district-wide average of at least 1,000 hours for grades 1–8. OR <i>Option 2.</i> District-wide average of at least 1,027 hours for grades 1–12.

Instructional hours are defined in RCW [28A.150.205](#). They include hours for parent-teacher conferences. They may also include noninstructional hours that an LEA schedules in the last five school days of the school year for 12th-graders as defined in RCW [28A.150.220\(5\)\(c\)](#).

8. Will the LEA provide kindergarten students at least 1,000 instructional hours in the 2026-27 school year?

Yes

9. How will your LEA meet the minimum instructional hour requirement for grades 1-12 for the 2026-27 school year?

District-wide average of at least 1,027 hours

10. How many credits will atypical high school student have the opportunity to earn during the 2026-27 school year? (not including summer school, zero periods, interim sessions, or other credit retrieval opportunities outside of the regular school day.)

The number listed in the box is the LEA's answer for the 2025-26 school year. Please confirm or change then go to the next question.

6

9. High School Graduation Requirements

The next three sections of the survey will ask about Washington's [high school graduation requirements](#), which include:

[Subject area and credit requirements](#) to earn a high school diploma ([WAC 180-51-210](#)),

[High School and Beyond Plan](#) (HSBP), with activities starting in 7th grade ([WAC 180-51-220](#)), and

[Graduation pathway options](#) ([WAC 180-51-230](#))

Please click on the "Next" button to continue.

10. High School Graduation Requirements: Subject Area and Credit Requirements

11. [Chapter 180-51 WAC](#) and RCW [28A.150.220](#) require that students graduate high school with at least 24 credits as described on [SBE's website](#). (Individual students may be granted a waiver of up to two flexible credits for individual circumstances).

For the 2026-27 school year, will the LEA require at least 24 credits for a student to graduate from high school under the framework in [WAC 180-51-210](#)?

Yes

12. How many credits will be required to graduate in the 2026-27 school year?

24

13. To earn a high school diploma in the 2026-27 school year, will the LEA require the following mandatory 17 [core credits](#) that are aligned with the state's learning standards as required by [WAC 180-51-210](#)? Please answer "Yes, the subject is required as described" or "No, the subject is not required" for each subject.

	Yes, the subject is required as described	No, the subject is not required
4 credits of English	X	
3 credits of math as described in WAC 180-51-210(4)(b) : 1 credit of Algebra 1 or Integrated Math 1 1 credit of Geometry or Integrated Math 2 1 credit aligned with the student's HSBP	X	
3 credits of science as described in 180-51-210(4)(c) : 2 credits of lab science 1 credit aligned with the student's HSBP	X	
3 credits of social studies as described in 180-51-210(4)(d) : 1 credit of U.S. History .5 credits of contemporary world history, geography, and problems .5 credits of civics (separate course) with the content required in RCW 28A.230.094 1 credit of Social Studies elective	X	
0.5 credits of health	X	
1.5 credits of physical education	X	
1 credit of arts	X	
1 credit of Career and Technical Education	X	

14. The state's high school graduation requirements also include 3 flexible credits called Personalized Pathway Requirements (PPRs) that are described in [WAC 180-51-210\(5\)](#).

The 3 default PPR credits are:

2 credits in world languages (includes American Sign Language and American Indian languages)

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

However, PPRs can be replaced with courses chosen by the student based on the student's interests and High School and Beyond Plan (HSBP).

Will the LEA offer the opportunity to earn the 3 PPR credits as described for students who graduate in the 2026-27 school year?

Yes

15. State law also has two social studies non-credit graduation requirements:

Completion of Washington state history and government - typically met in middle school [WAC 392-410-120](#)

Study of the Constitutions of the United States and Washington - typically incorporated into social studies courses [RCW 28A.230.170](#)

For the 2026-27 school year, will the LEA require completion of Washington state history and government in order to graduate high school?

Yes

For the 2026-27 school year, will the LEA require study of the Constitutions of the United States and Washington in order to graduate high school?

Yes

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

In the 2026-27 school year, will all high schools in the LEA provide a program that helps students meet the [minimum college entrance requirements](#), including the [College Academic Distribution Requirements \(CADRs\)](#) established by the Washington Student Achievement Council?

Yes

17. All public high schools must provide a program for students who plan to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation. ([RCW 28A.230.130](#))

In the 2026-27 school year, will all high schools in the LEA provide a program for students who plan to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation?

Yes

11. High School Graduation Requirements: High School and Beyond Plan

You are seeing this page because your LEA enrolls at least one grade from 7th through 12th grades.

The [High School and Beyond Plan \(HSBP\)](#) is a high school graduation requirement for every student. It is both a process and a document for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals. The state's universal HSBP platform, which LEAs should all be using in the 2026-27 school year, will have the required features listed in [RCW 28A.230.215](#).

18. In addition to those requirements provided by the universal platform, LEAs must meet the HSBP requirements listed in [RCW 28A.230.212](#) and [WAC 180-51-220](#). They include, but are not limited to:

By seventh grade, each student must be administered a career interest and skills inventory that will help inform the student's eighth grade course taking and initial identification of their education and career goals.

By eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals. If a student does not earn a math assessment score of 3 or 4 by grade 9, the HSBP must be updated to ensure that the student takes a mathematics course in both grades nine and 10.

In high school, with staff support, students must update their high school and beyond plan annually to review academic progress and inform future course taking as outlined in [RCW 28A.230.212\(3\)](#) and [WAC 180-51-220\(4\)\(k\)](#).

Plans must include the elements listed in [RCW 28A.230.212\(6\)](#), [WAC 180-51-220\(3\)](#), and [Substitute Senate Bill 5841](#).

For a student with an individualized education program (IEP), the student's IEP and high school and beyond plans must align.

Plans must be provided to students and their parents/legal guardians in a language they understand.

More requirements are listed on SBE's [High School and Beyond Plan website](#)

In the 2026-27 school year, will the LEA meet the HSBP requirements listed above that apply to the grades served by the LEA?

Yes

19. Will your LEA require the High School and Beyond Plan as a graduation requirement in the 2026-27 school year? (Decisions about whether a student has met HSBP requirements are made locally).

Yes

13. High School Graduation Requirements: Graduation Pathway Options

To graduate from public high school and earn a high school diploma, students must complete at least one of the nine [graduation pathway options](#) defined in [RCW 28A.230.710](#) and [WAC 180-51-230](#). Graduation pathway options provide students multiple ways to show readiness for their individual education and career goals. The pathway a student completes must align with the student's postsecondary goals as described in their [High School and Beyond Plan](#).

LEAs are:

Required to annually provide students in grades eight through 12 and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the LEA and

Strongly encouraged to begin providing this information to students in grade six.

21. For the 2026-27 school year, will the LEA annually provide information about graduation pathway options to students in grades 8 through 12 and their parents or guardians?

Yes

22. For the 2026-27 school year, will every student earning a high school diploma be required to complete at least one of the [nine graduation pathway options](#) that is in alignment with the student's High School and Beyond Plan?

Yes

23. LEAs are encouraged to make the nine graduation pathway options listed below available to their students, yet have discretion in determining which options they will offer (see [RCW 28A.230.710\(3\)](#)).

Which of the following graduation pathway options (that meet the definitions in [RCW 28A.230.710](#)) will be available to students who graduate in the 2026-27 school year? Please select an answer for each graduation pathway option.

	ALL high schools offer this pathway	SOME, but not all, high schools offer this pathway	NO high schools offer this pathway
State Assessments in ELA and Math	X		
Dual Credit Courses (Running Start, College in the High School, CTE Dual Credit)	X		
AP/IB/Cambridge Courses/Exams	X		
SAT/ACT College Entrance Exams	X		
Transition/Bridge to College Courses	X		
Performance-based	X		
Combination	X		
Armed Services Vocational Aptitude Battery (ASVAB)	X		
Career and Technical Education Sequence	X		

How many of the LEA's high schools will offer the state assessment graduation pathway in the 2026-27 school year?

Which dual credit courses may be used to meet the graduation pathway in the 2026-27 school year? Choose all that apply.

Running Start ELA course(s)
Running Start math course(s)
College in the High School ELA course(s)
College in the High School math course(s)
CTE-Dual Credit math course(s)

How many of the LEA's high schools will offer the dual credit pathway in the 2026-27 school year?

Which of the following may be used to meet the AP/IB/CI graduation pathway in the 2026-27 school year? Choose all that apply.

Advanced Placement (AP) ELA course(s) and/or exam(s)
Advanced Placement (AP) math course(s) and/or exam(s)

How many of the LEA's high schools will offer the AP/IB/CI graduation pathway in the 2026-27 school year?

Which college entrance exam(s) may be used to meet the graduation pathway in the 2026-27 school year? Choose all that apply.

ACT - ELA
ACT - Math
SAT - ELA
SAT - Math

How many of the LEA's high schools will offer the college entrance exam(s) pathway in the 2026-27 school year?

Which transition course(s) may be used to meet the graduation pathway in the 2026-27 school year? Choose all that apply.

Transition/Bridge to College math course(s)

How many of the LEA's high schools will offer the transition course pathway in the 2026-27 school year?

Which subject(s) will be available through the performance-based graduation pathway in the 2026-27 school year? Choose all that apply.

ELA
MATH

How many of the LEA's high schools will offer the performance-based graduation pathway in the 2026-27 school year?

How many of the LEA's high schools will offer a combination pathway in the 2026-27 school year?

How many of the LEA's high schools will offer the ASVAB pathway in the 2026-27 school year?

How many of the LEA's high schools will offer the CTE Course Sequence graduation pathway in the 2026-27 school year?

24. New Question:

State law requires SBE to confirm LEA compliance with RCW [28A.230.720\(3\)](#). This law requires LEAs to annually examine data on student groups participating in and completing each graduation pathway option offered. If the analysis shows disproportionate participation and completion rates, the LEA is required to identify reasons for the findings and implement strategies to ensure the graduation pathway options are equitably available to all students.

Is the LEA annually examining data on the student groups listed in [28A.230.720\(3\)](#) who participate and complete graduation pathway options?

Yes

What additional actions has the LEA taken based on the findings from its most recent graduation pathway analysis?

The LEA has not finished analyzing the most recently collected data.

14. Optional: Graduation Pathway Options Implementation

The following Graduation Pathway questions are optional. Answering these questions will help inform SBE's [FutureReady](#) graduation requirement initiative.

The responses to this page's questions do not affect the LEA's basic education compliance certification - they are for data collection purposes only.

15. High School Graduation Requirements: Local Graduation Requirements

34. Please answer the following question(s) about local graduation requirements for the 2026-27 school year. The LEA's answers are not considered as part of the basic education certification process, but will help inform SBE's [FutureReady](#) graduation requirement initiative.

Will any of the LEA's high schools have local graduation requirement(s) in the 2026-27 school year? All graduation requirements must be publicized annually as required by [WAC 180-51-045](#).

No

Will all schools in the LEA have the same local graduation requirements for the 2026-27 school year?

Please choose all local graduation requirements for students graduating in the 2026-27 school year (credit or non-credit). All graduation requirements must be publicized annually as required by [WAC 180-51-045](#).

Please enter the number of high schools that require the following publicized local graduation requirements (skip those that aren't required). If one of the requirements is "Other," please also describe the requirement.

You answered that the LEA will require students to complete the FAFSA or WASFA in order to graduate. How do students meet this requirement? (Check all that apply)

Are students allowed to opt out of submitting the FAFSA/WASFA as a graduation requirement?

16. Required Offerings Explicitly Tied to Basic Education

35. For the 2026-27 school year, will the LEA provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment? ([RCW 28A.230.020](#) and [WAC 392-410-115](#))

Yes

36. For the 2026-27 school year, will the LEA have implemented [social-emotional learning standards and benchmarks](#) as required by [RCW 28A.300.478](#)?

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

37. Each LEA is required to adopt an [HIV/AIDS prevention education program](#) that is taught at least once each school year beginning no later than the fifth grade. [RCW 28A.230.070](#). In the 2026-27 school year, will the LEA meet this requirement for all grades the LEA enrolls from Grades 5 through 12?

Yes

[RCW 28A.230.305](#) requires the following:

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

2. LEAs with more than 200 enrolled students shall offer regular instruction in at least one visual art or at least one performing art throughout the school year. Each student must receive instruction in at least one arts discipline throughout their elementary and middle education experience. For grades 9 through 12, all students must be given the opportunity to take arts coursework each academic year.

38. In the 2026-27 school year, will every student in the LEA have access to arts education, in a manner that is commensurate with instruction in other core subjects, as part of the basic education requirements?

Yes

39. What is the student headcount the LEA expects to enroll in the 2026-27 school year? *The answer below is pre-filled based on the LEA's 2025-26 school year enrollment data found in OSPI's Report Card. Please review and make any necessary changes before going to the next question.*

More than 200

40. In the 2026-27 school year, will each student receive instruction in at least one arts discipline as described in [RCW 28A.230.305](#) throughout their elementary and middle education experience?

Yes

41. In the 2026-27 school year, will all students in grades 9 through 12 be given the opportunity to take arts coursework each academic year?

Yes

42. During the school week preceding November 11 of each year, every school is required to present educational activities suitable to the observance of Veterans Day [RCW 28A.230.160](#)

Will the LEA present educational activities suitable to the observance of Veterans Day in 2026 in all schools?

Yes

43. Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. ([RCW 28A.230.158](#)).

In October 2026, will the LEA conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities?

Yes

44. Each LEA that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students. Instruction in CPR must be included in at least one health class necessary for graduation. A student is not required to earn CPR certification to successfully complete the instruction requirement. ([RCW 28A.230.179](#)).

In the 2026-27 school year, will all graduating seniors have had CPR instruction in at least one health class necessary for graduation?

Yes

45. In the 2026-27 school year, will the LEA provide all high school students the opportunity to access an elective computer science course that is aligned to the state learning standards for computer science or mathematics ([RCW 28A.230.300](#))? The course can be taken at a student's home school or another school in the LEA.

Yes

17. Additional Legislatively Required Offerings

The following offerings are required by the Washington Legislature, but they are not explicitly tied to basic education. *The answers to these questions are not used for basic education compliance determinations.* However, answers will help SBE understand how requirements are implemented statewide. Answers are also shared with OSPI.

[RCW 28A.320.170](#) requires all LEAs to incorporate tribal history and culture into their curriculum as follows:

When an LEA reviews or adopts its social studies curriculum on July 24, 2015 or after, the LEA must incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors. LEAs meet this requirement through using the [John McCoy \(Iulilaš\) Since Time Immemorial tribal sovereignty curriculum](#) and may modify that curriculum in order to incorporate elements that have a regionally specific focus or to incorporate the curriculum into existing curricular materials.

When conducting regularly scheduled reviews and revisions of their social studies and history curricula, LEAs must collaborate with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges.

In addition, LEAs shall collaborate with OSPI on curricular areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes. OSPI's [Office of Native Education](#) shall help local school districts identify federally recognized Indian tribes whose reservations are in whole or in part within the boundaries of the district and/or those that are nearest to the school district.

46. When did the LEA last review or adopt its social studies curriculum?

On July 24, 2015 or after

47. By the 2026-27 school year, how will the LEA have incorporated the [John McCoy \(Iulilaš\) Since Time Immemorial tribal sovereignty curriculum](#) developed by OSPI?

The LEA will have incorporated at least one part of the curriculum into existing materials without modification

48. The [John McCoy \(Iulilaš\) Since Time Immemorial tribal sovereignty curriculum](#) has units for elementary school, middle school, and high school. Which grade units will the LEA implement in the 2026-27 school year? Choose all that apply.

The LEA will implement the [elementary school curriculum](#) or a modified version of the curriculum

The LEA will implement the [middle school curriculum](#) or a modified version of the curriculum

The LEA will implement the [high school curriculum](#) or a modified version of the curriculum

49. You answered that the LEA will have incorporated at least one part of the curriculum into existing materials without modification. Which subject areas will the curriculum be incorporated into? Check all that apply.

Social Studies

50. By the 2026-27 school year, will the LEA have collaborated with any federally recognized Indian tribe within their LEA, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges?

Yes

51. You answered that the LEA has collaborated with at least one federally recognized tribe. Please answer the following additional questions.

Which tribe(s) did the LEA collaborate with? Please list all tribes separated by a comma or semicolon.

Spokane

Please identify which tribal department(s) or role(s) the LEA worked with during this collaboration. Select all that apply.

Individual tribal member not affiliated with a specific tribal department

Please describe the results of the collaboration. For example, did the tribe develop curriculum for the LEA, present to classrooms, provide field trip opportunities, etc.?

A group of teachers (from each of our four schools) and a district administrator attended a training with ONE at our local ESD. During the training, the morning was dedicated to learning more about the Spokane Tribe. A tribal member who also teaches Salish in Reardan shared stories with attendees. In the afternoon, we were able to meet, by level, to learn more about the John McCoy (Julliaš) Since Time Immemorial tribal sovereignty curriculum. One outcome was for our teachers to develop a deeper understanding to better implement.

52. Under the [comprehensive sexual health education](#) requirement ([RCW 28A.300.475](#)), the LEA must provide social emotional learning (SEL) instruction to all students in grades K–3 at least once. As of the 2026-27 school year, will the LEA provide SEL instruction to all students in grades K-3 at least once during their time in the LEA?

Yes

53. As of the 2026-27 school year, does the LEA provide [comprehensive sexual health education](#) to all students at least once in grades 4–5 during their time in the LEA? [RCW 28A.300.475](#)

Yes

54. As of the 2026-27 school year, will the LEA provide comprehensive sexual health education to all students at least twice in grades 6–8 during their time in the LEA? [RCW 28A.300.475](#)

Yes

55. As of the 2026-27 school year, will the LEA provide comprehensive sexual health education to all students at least twice in grades 9–12 during their time in the LEA? [RCW 28A.300.475](#)

Yes

56. As of the 2025-26 school year, [RCW 28A.320.168](#) requires LEAs to offer instruction in sex trafficking awareness and prevention. The instruction may be offered beginning in grade seven, but each student must be offered the instruction at least once before completing grade 12. The instruction, at the discretion of the school or LEA, may be integrated into a relevant course or a course may be repurposed to include the instruction.

Will the LEA have offered sex trafficking awareness and prevention instruction at least once to all students who will complete grade 12 in the 2026-27 school year?

Yes

57. As of the 2025-26 school year, LEAs are required to award the Seal of Biliteracy to graduating high school students who meet the [criteria](#) established by the Office of Superintendent of Public Instruction. ([RCW 28A.300.575](#)).

Will the LEA award the Seal of Biliteracy to qualifying graduating high school students in the 2026-27 school year?

Yes

58. New Question:

[RCW 28A.320.192](#) requires LEAs to provide students who are in or released from an institutional education facility with access to world language proficiency tests, American sign language proficiency tests, and general education development (GED) tests. Access to the tests may not be conditioned or otherwise dependent upon a student's request. LEAs must award at least one high school credit to students who meet the standards set by SBE that are listed in OSP's [October 2022 bulletin](#).

Additional credits may be awarded by the LEA if a student has completed a course or courses of study to prepare for the test. If the LEA has mastery-based crediting policy for state or local assessments, the LEA must apply this policy for students in or released from an institutional education facility.

This requirement is not new, but previous basic education compliance surveys only asked about the GED section of the law.

In the 2026-27 school year, will the LEA provide access to world language proficiency tests, American sign language proficiency tests, and GED tests to students currently or formerly in institutionalized educational settings, as well as award credit for meeting the standards set by SBE as required under [RCW 28A.320.192](#)? (If the LEA does not anticipate having students that are in, or were in, institutional educational settings, please answer the question as if the LEA will enroll these students for the upcoming school year.)

Yes

59. New Question:

[RCW 28A.320.202](#) requires LEAs to provide a comprehensive system of instruction and services in reading and early literacy to kindergarten through fourth grade students that is based on the degree of student need for additional support. (Note: This is not a new law, but it is new to the basic education compliance survey)

This question will change in the 2027-28 school year survey because starting September 2027, LEAs must meet curricular requirements described in [Engrossed Substitute House Bill 1295](#) anytime they update or purchase a curriculum related to early literacy, reading literacy or writing literacy for use with any students in kindergarten through fourth grade.

For the 2026-27 school year, will the LEA provide a comprehensive system of instruction and services in reading and early literacy to kindergarten through fourth grade students that is based on the degree of student need for additional support?

Yes

60. [RCW 28A.300.468](#) requires LEAs to provide all students in grades 9 through 12 the opportunity to access [Washington's financial education standards](#), whether through a regularly scheduled class period; before or after school; during lunch periods; at library and study time; at home; via online learning opportunities; through career and technical education course equivalencies; or other opportunities. High school credit is encouraged

Will the LEA provide all students in grades 9 through 12 the opportunity to access the state's financial education standards in the 2026-27 school year?

Yes

19. Continuity of Operations Plan

61. Under [WAC 180-16-212](#), LEAs must develop, maintain, and if necessary, implement a Continuity of Operations Plan (COOP) that ensures delivery of basic education services in case of an emergency or disaster.

By the 2026-27 school year, will the LEA have developed a COOP that ensures delivery of basic education services in case of an emergency or disaster?

Yes

20. Mastery-Based Crediting (MBC) and Mastery-Based Learning (MBL)

[Mastery-based learning](#) (sometimes referred to as "competency-based education") is an educational approach designed to help students learn deeply and effectively, have agency in their own learning, and to progress in their learning at their own pace upon demonstration of skills and learning.

While "mastery-based learning" encompasses strategies that are characteristic of good instruction and might be employed throughout K-12 education, "mastery-based crediting" is a specific high school crediting opportunity. Through mastery-based crediting, students may be awarded credit for a variety of learning experiences that could take place in school settings or could take place largely outside of traditional classroom instruction.

Please answer the following questions to share information about mastery-based crediting and mastery/competency-based learning in your LEA. This will help the state understand how these education options are being implemented across the state.

The answers to these questions are not considered as part of the Basic Education compliance process.

62. Does your LEA have a written policy to award mastery/competency-based high school credit as described in [WAC 180-51-051](#)?

Yes, the school district has a permanent policy.

63. Does your district policy apply to ALL subject areas?

Yes

64. A mastery-based learning and competency-based education program includes the following (as defined in RCW [28A.255.010](#)):
students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning;
the assessment is a meaningful, positive, and empowering learning experience for students yielding timely, relevant, and actionable evidence;
students receive timely, differentiated support based on their individual learning needs;
students' progress is based on evidence of mastery, not seat time;
students learn actively using different pathways and varied pacing;
strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems; and
rigorous, common expectations for learning, including knowledge, skills, and dispositions, are explicit, transparent, measurable, and transferable.
Will your LEA have at least one school in the 2026-27 school year that offers a fully mastery-based learning and competency-based education program as described above?

No

21. Optional: State-Recommended Educational Offerings and Activities

In addition to the state's basic education graduation requirements, state law encourages additional educational offerings and activities that help address the goals of Basic Education. Your responses to the following optional questions will help inform the state about the level of LEA implementation of these state-encouraged elements.

The responses to this page's questions do not affect the LEA's basic education compliance certification - they are for data collection purposes only.

Coversheet

Approve Surplus from the Transportation Department

Section:	IV. Individual Actions Items
Item:	L. Approve Surplus from the Transportation Department
Purpose:	Vote
Submitted by:	
Related Material:	Transportation Surplus.jpg



Bus #19



Bus #34



1994 Astro Van

Coversheet

Approve District Surplus of Old Filing Cabinets

Section:	IV. Individual Actions Items
Item:	M. Approve District Surplus of Old Filing Cabinets
Purpose:	Vote
Submitted by:	
Related Material:	DO Surplus.png



Coversheet

Community Facilities Task Force Update

Section:	VIII. Superintendent's Report
Item:	A. Community Facilities Task Force Update
Purpose:	Discuss
Submitted by:	
Related Material:	CFTF .pdf



WA_Medical Lake School District

Field Dates:

Registered Voters, N=

Margin of Error %

v.Final

Hello, my name is _____. I'm with Rushlight Research, a public opinion research firm. We are conducting a brief survey today of adult community members who reside in the Medical Lake School District and would like to include your opinions about upcoming local issues. May I please take a few minutes of your time? I promise I'm not selling anything.

First of all, are you registered to vote in the state of Washington?

GENERAL PERCEPTION SERIES

1. Taking everything into consideration, how would you rate the operation and performance of the Medical Lake School District ~ EXCELLENT, PRETTY GOOD, ONLY SO-SO, or POOR?
 1. Excellent
 2. Pretty Good
 3. Only So-So
 4. Poor
 5. Unsure

2. Do you believe the school district spends the money it receives in a fiscally responsible way?
 1. Yes
 2. No
 3. Unsure

3. Do you believe you receive good value for what you pay in school district property taxes?
 1. Yes
 2. No
 3. Unsure

PRIORITY SERIES

I will now read you a list of potential school infrastructure projects that may be included in a future bond measure or capital levy for the district. On a scale of one to five, with "1" representing a LOW PRIORITY and "5" representing a HIGH PRIORITY, please tell me how you would rate each project. **(INTERVIEWER, PLEASE ROTATE)**

4. Addressing safety and security improvements across campuses such as security cameras, playground fencing, and access control on exterior doors?

1. 1-Low Priority
2. 2
3. 3
4. 4
5. 5- High Priority
6. Unsure

5. Replacing end of life heating and mechanical systems?

1. 1-Low Priority
2. 2
3. 3
4. 4
5. 5- High Priority
6. Unsure

6. Replacing aged roofs at Hallett Elementary, Medical Lake High School and the Wellness Center?

1. 1-Low Priority
2. 2
3. 3
4. 4
5. 5- High Priority
6. Unsure

7. Addressing parking lot repairs, improvements and ADA accessibility at Hallett Elementary, Michael Anderson Elementary and the high school?

1. 1-Low Priority
2. 2
3. 3
4. 4
5. 5- High Priority
6. Unsure

8. Making specific athletic improvements to the high school such as resurfacing the 25 yr old track, replacing tennis courts and making improvements to the bleachers for athletic and graduation events?

1. 1-Low Priority
2. 2
3. 3
4. 4
5. 5- High Priority
6. Unsure

9. Construct a multipurpose room addition to the high school that would address wrestling program space needs, while also including space for community events and programming?

1. 1-Low Priority
2. 2
3. 3
4. 4
5. 5- High Priority
6. Unsure

Most recently, the District formed a 25-member Community Facility Solutions Committee made up of local residents. The committee spent several months reviewing facility needs, enrollment, district data, and community feedback. This spring, the committee presented a set of prioritized recommendations to the School Board. Before making any decisions, the Board wants to hear from community members.

The committee identified two options for the Board's consideration.

Option 1: A 6-year capital levy that would maintain tax rates at their current level. It would generate approximately \$12M and address some of the district's infrastructure challenges.

Option 2: A 20-year bond measure that would maintain tax rates at their current level. It would generate approximately \$19.5M and would address most of the priority projects identified by the committee.

10. If you had to choose among these options, which one would you prioritize as the best option?

1. Option 1
2. Option 2
3. Any
4. None
5. Unsure

11. If the District extended a bond measure from 20 to 24 years, they could reduce tax rates from their current levels by about 25 cents per thousand, resulting in about a \$100/yr decrease in taxes for the average homeowner. Which do you believe best meets the community priorities?

1. Keep rates the same with a 20-year term
2. Decrease tax rates by about 25 cents per thousand by adding on four years to the bond term.

AGREE/ DISAGREE SERIES

Now [phone: I am going to read you] [text: you will see] several statements people have made concerning the Medical Lake School District and future infrastructure projects that may be included in an upcoming bond measure or capital levy. For each statement, please tell me if you agree or disagree with the statement. **(STRONGLY/SOMEWHAT)**

1. Strongly Agree
2. Somewhat Agree
3. Somewhat Disagree
4. Strongly Disagree
5. Unsure

12. I would like to see the school district maximize the opportunity to use local contractors and vendors for the work if a bond or levy is approved by the voters.

13. Many of our school facilities are in need of repair and improvements. I believe the community should invest in modernizing and preserving school facilities for current and future students.

14. Our kids and community should have the same quality school facilities that other kids and communities have across the state. I would support a bond or levy to make these improvements to our local school facilities.

DEMOGRAPHICS

15. GENDER:

1. Male
2. Female

16. AGE: Are you between the ages of ...?

1. 18-39
2. 40-59
3. 60+

17. POLITICAL PARTY: Which political party do you most closely identify with?

1. Democrat
2. Republican
3. Independent or Non-Affiliated

18. KIDS IN SCHOOL: Do you have children or grandchildren who attend school in the Medical Lake School District?

1. Yes
2. No

Coversheet

Early Learning Facilities (ELF) Grant

Section:	VIII. Superintendent's Report
Item:	B. Early Learning Facilities (ELF) Grant
Purpose:	Discuss
Submitted by:	
Related Material:	Early Learning Center.pdf

Medical Lake School District

28x68 SAGE Classroom Building

Pacific Mobile Structures, Inc (PMSI)

KCDA Contract # 23-255



Hallett Elementary 28x68 SAGE

PMSI is pleased to offer the following pricing in conjunction with our KCDA contract requirements.

SCOPE OF WORK: All work is based on being performed concurrent with on-going school activities.

Pricing is based on site being flat, level, and truck accessible. Building pads with a slope of greater than 12" or greater than 30" to finish floor may incur additional costs.

Foundation is proposed as poured concrete stem-wall perimeter with poured concrete interior pad footings. A \$27,000 concrete foundation budget cost is included until soils report is provided by customer.

Sidewalks, ramps, or stairs are excluded.

Excavation & backfill for foundation, footing drains, and any other work outside of the building is excluded.

The use of rolling is anticipated to move the modules onto the foundation. Crane service is not included.

All plumbing connections are included. Bringing water & sewer to within 5' of the modular building restrooms are by customer.

All electrical connections (line voltage and low voltage) to the panel are by the customer.

Deviations from the stated conditions above and/or unusual site conditions may require additional costs.

All local permits that are required by local inspection agencies are the responsibility of the customer.

Due to the volatility of material prices and availability, proposals older than 10 days will need to be reviewed by Pacific Mobile for potential pricing increases and availability.

Determination of the correct WUI (Wildland Urban Interface) zone identification is the responsibility of the client.

Building modules that are not delivered to the site (e.g., site not being ready, etc.) from the factory within 30 days may be subject to storage fees.

Prices quoted do not include sales tax.

Payment terms will be based on a PMSI schedule of values.

Progress payments will be billed accordingly.

All building costs will be invoiced on the factory completion date.

Medical Lake School District**28x68 SAGE Classroom Building**

Pacific Mobile Structures, Inc (PMSI)

KCDA Contract # 23-255



WA Cat #	Description	Takeoff Quantity	Contract Price	Grand Total Amount
KCDA Pricing				
Modular Classroom				
WVS1	28x68 SAGE Classroom (includes installation of building on pressure treated wood foundation)	1.00 Ea	407,211.69	407,211.69
WVS3	Add for Steel Frames for 28x68	1.00 Ea	57,696.00	57,696.00
WVS5	Add for Cork Bulletin Board - 4' High Around Perimeter of Classroom	1.00 Ea	13,888.00	13,888.00
WVS7	Add Two 15"x15" SS Sink in 3' Base Cabinet	1.00 Ea	11,828.57	11,828.57
WVS2	Add for Two Handicap Restrooms	1.00 Ea	34,474.67	34,474.67
WVT9	Add Philadelphia Genius 24"x24" Carpet Tile with 4" Rubber Base Trim	1.00 Ea	13,033.33	13,033.33
WVP22	Crawlspace Access Hatch (Bilco T-2 30"x30")	1.00 ea	3,432.88	3,432.88
WVP1	Plastic Laminate Base Cabinets with Countertop - per lineal foot	2.00 lf	1,207.02	2,414.04
WVP2	Plastic Laminate Wall Cabinets - per lineal foot	8.00 Lf	442.11	3,536.88
WCE20	4'x8' White Board with Chalk Tray	4.00 Ea	1,326.15	5,304.60
WCE60	Add for Washington State Engineered Electrical Submittal	1.00 Ea	1,599.99	1,599.99
WCE21	Duplex Receptacle	(16.00) Ea	173.13	(2,770.08)
WVP15	Add Tamper Resistant Duplex Electrical Receptacle	16.00 ea	228.57	3,657.12
WVP21	Mechanical Ventilation System for Crawlspace (28x32 or 28x64)	1.00 Ea	3,190.00	3,190.00
WVZ3	Structural Engineering Services per hour	24.00 Hr	198.00	4,752.00
Modular Classroom				563,249.69

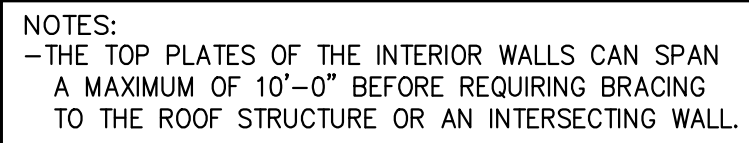
Transport

WCA2	Delivery 28'x68' Single Within 25 Mile Radius	1.00 ea	5,077.00	5,077.00
WCB2	Delivery 28'x68' Double Outside of 25 Mile Radius	390.00 Mi	48.00	18,720.00
Transport				23,797.00

KCDA Pricing**587,046.69****Means Pricing****Client Requested Changes****129,815.39****Means Pricing****129,815.39****Estimate Totals**

Description	Amount	Totals
Bond - 2%	14,629.84	
Total		731,491.92

Due to the volatility of material prices and availability, proposals older than 10 days will need to be reviewed by Pacific Mobile for potential pricing increases and availability.


$$1/4'' = 1'-0''$$

A-1

										COPYRIGHT 2023, BLAZER INDUSTRIES, INC. THIS MATERIAL IS THE EXCLUSIVE PROPERTY OF BLAZER INDUSTRIES, INC. AND SHALL NOT BE REPRODUCED, USED, OR DISCLOSED TO OTHERS EXCEPT AS AUTHORIZED BY THE WRITTEN PERMISSION OF BLAZER INDUSTRIES.										Blazer INDUSTRIES, INC. P.O. Box 48 Blazen, Oregon 97005 503-645-1111 MODULAR 28x68 WA GOLD SAGE Classroom for: Medical Lake School District Pacific Mobile MEDICAL LAKE, WA Approved for Class: Job No: E4860 File Copy: Drawn by: TOM Iss. Date: 1-09-23 A-1																																																																					
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				<u>DESIGN LOADS:</u>			
Date:	4/21/2026	Size:	28x68	Floor:	40		
Customer:	Medical Lake School District	Description:	Double Classroom/ADA Kiddie RRs	Wind:	120/B		
Location:	Medical Lake, Washington		Modular	Roof:	50		
Project:	SAGE Medical Lake SD	Insignias:	Washington				
Install insignias on exterior of building as shown on A-3							
MBI Seals - One per Module							

FOUNDATION		Building to be "Pit Set"
		Pit Set Concrete Foundation by Pacific Mobile
PERIMTER FRAMES		
Size:		(2) 14x68
Main rails:		10 x 2 x 3/16 steel tube
Crossmember/floor joists:		
Type 1 - End		10 x 2 x 3/16 steel tube
Type 2 - Heavy duty		10 x 2 x 3/16 steel tube
Type 3 - Joists		7" x 12 ga formed C's @ 2' oc - galvanized
Running gear:		No
Special brackets, straps, etc.:		
Tie down provisions:		(TBD) DTT2Z, See drawings for locations
Primer/Paint:	Primer:	Perimeter rails only plus HD crossmembers - use ZRC
	Paint:	Perimeter only
Frame Openings For:		(1) Access Panel Bilco T-2
Bottom cover prep:		1-1/2 x 1-1/2 x 1/8 and 1-1/2 x 1 x 1/8 steel angle - See drawing for locations
Bottom cover:		Taylor 29 ga 2-1/2" (corrugated 1/2" tall rib), 24" wide, galvanized
Insulation:		R30 - Use two layers of R15 unfaced fiberglass batt Plus 1.5" Rigid (min R8) fastened to bottom of joist
Decking (1st):		23/32" (3/4") APA rated Sturd-I-Floor T&G - Glued and screwed - PointSIX (turquoise edge)
Decking (2nd):		1/4" Underlayment in Restrooms only
WALL FRAMING		
Framing (Exterior):		2x6 @ 16" oc - Height 9' 5-3/8" to 11' 0-1/2"
Framing (Interior):		2x4, 2x6 and 2x8 @ 16" oc
Top Plate:		2x6 continuous LVL 2.0E @ 68' walls
Bottom Plate:		DF lumber
Columns/Posts:		Wood end columns with steel posts built into crosswall
Headers:		Provide insulated headers over openings as required

ROOF STRUCTURE	
Style:	Shed - Roof pitch = .75/ 12
Framing:	2x10 Rafters @ 16" oc (2x10 to extend to end of roof overhangs)
Bottom cover:	Class "A" woven polyethylene fabric
Modline Beams:	Single Architectural Grade Glu-Lam - 5 1/2" x 24" 24F-V4 glulams – no camber <i>Beams to be bolted together with 5/8 bolts & bridge washers</i>
Rims:	Single LVL 9-1/4"
Insulation:	Cellulose blow in between rafters (R30) with two layers 1-1/2" rigid (R17) on top of roof framing Use R-30 Batt insulation 24" Above wall as noted on drawings for Electrical wiring
Sheathing:	3/4" CDX plywood
Blocking:	Blocking at panel edges 8' from each for roof load requirements
Roof Overhang:	18" at low eave, 21" at upper eave, 24" on ends

EXTERIOR WALL FINISH

Phase Change Material:	BioPCM installed in each full stud bay (on interior side of exterior walls)	
Insulation (Exterior):	R21 unfaced fiberglass batt	
Sheathing:	7/16" OSB (4x8 & 4x10) and 1/2" PT ply at bottom (see drawings for specifics)	
Shear strip:	(24) 8" x 96" pieces of 1/2" PT CDX plywood Bituthene 4000 for site installation over PT shear strip	
Moisture protection:	Wrap lower portion of building with Bituthene 4000 - Wrap building with Tyvek Drain wrap Wrap window and door openings	
Siding:	7-1/4" Fiber Cement smooth (6" exposure) & Fiber Cement panels w/Tamlyn Xtreme painted aluminum trim where noted	
Trims: Corners:	Tamlyn Xtreme (primed) - Outside	Reveal Outside Corner XOCR34
Modline:	No trim - Remove panels that cross mod lines. - Ship loose for site installation by others Removable Panels to be fastened with screws	
Door:	Tamlyn Xtreme (primed) - Sides	J-Mold JMH51610
Walls:	Top of siding @ soffits - butt & caulk	
Vertical:	Panel to panel joints - butt & caulk (v-groove first)	
Vertical:	Tamlyn Xtreme (primed) - Lap to panel joints	RVT51634
Horizontal:	Tamlyn Xtreme (primed) - Panel to lap and panel to panel	Horizontal(Z) XZH516
Horizontal:	Tamlyn Xtreme (primed) - Top of doors and windows	Window Flashing XWF1128
Fascia:	1x12 Finger Jointed Cedar	
Soffits:	Smooth Fiber Cement Soffit	

ROOFING

Cover:

60 mil TPO Carlisle Sure-Weld - Fully Adhered to 1/2" Securock

Terminate at edges with CTD drip edge (2-1/2" x 2-3/8")

Roofing finish at modline - Use TPO peel & stick closeup material installed on site by others. Or heat weld.

Drainage:

Gutters and downspouts

DOORS

	EXT/INT	QTY	SIZE	DOOR TYPE	JAMB	HINGES	DOOR FINISH	LOCK	CLOSER	BLINDS
				LITE					OPEN DEG	
1	EXT	4	3'x7'	HM/GALV	WELDED	SS-BBH	PAINT	SCHLAGE ND70PD	LCN 4040XP HEDA	NO
				8"x36"		NRP	TEXTURED	KEYED	180 degree	
2	INT	2	3'x7'	SC	PW	STD	PAINT	SCHLAGE ND80PD		N/A
							SMOOTH	KEYED		
3	INT	2	3'x7'	SC	PW	STD	PAINT	SCHLAGE ND40 OS-OCC		N/A
							SMOOTH	PRIVACY W/OCC IND		

DOOR TYPE: HM = 18 ga. Insulated Steel door
GALV = Galvanized
SC = Solid core Paint Grade (1-3/4" thick)

JAMB: WELDED = 16 ga. Welded Steel Jamb (Curries 607) - Weather-stripping (Hager 891SV MIL 3684), ADA Threshold (Pemko 176A-36) and Sweep (Pemko 3452AV)
PW = Prehung Wood

HARDWARE: ALL DOOR HARDWARE TO HAVE SATIN CHROME / ALUMINUM TYPE FINISH
ALL DOORS TO BE PREPPED FOR 2-3/4" BACKSET LOCKS
Key doors alike - Provide 2 keys per lock
Door Closer Open Degree - 180

NOTE: PROVIDE WALL BUMPERS FOR INTERIOR DOORS - IVES WS407CCV - Wall mount

WINDOWS

	EXT/INT	QTY	SIZE (W x H)	BRAND		GLAZING	FINISH	BLINDS or SHADES
1	EXT	4	102" x 54"	Milgard	Upper Fixed	DUAL	Mill Aluminum	Not included
			3 @ 34" mulled	Thermal Break	Lower Triple Awning	LOW E		
2	EXT	6	40" x 20"	Milgard	Clerestory	DUAL	Mill Aluminum	Not included
				Thermal Break	Fixed	LOW E		
3	EXT	4	40" x 20"	Milgard	Awning	DUAL	Mill Aluminum	Not included
				Thermal Break		LOW E		

FLOOR COVER

Restrooms:

Armstrong FlexStep VP "Carriage Path" sheet vinyl

Base:

4" rubber

All Else:

Philadelphia, Genius (style# 54844) 24"x24" Carpet Tile

Base:

4" rubber

WALL COVER	
Insulation (Interior):	Unfaced fiberglass batt insulation at Restroom and Mech room walls to bottom of roof framing
Restrooms:	4' Plastic laminate wainscot all 4 walls - Finish room with 5/8" Gypsum "Light Orange Peel" texture
Mech Closet:	5/8" Gypsum - Fire taped and Primed only
All Else:	5/8" Gypsum "Light Orange Peel" texture
Cork bulletin board:	Install 1/4" cork wall covering around entire Classrooms from bottom of windows to top of windows.
Classrooms only	Trim top and bottom of cork with 1/4" aluminum cap metal. Manton
	Adhesive for Cork - Henry 356
	All Interior walls painted 1 color only - Additional colors will incur an additional charge
CEILING	
Mech Closet:	Hard lid - on bottom of rafters - Fire taped and Primed only
Restrooms:	2'x4' T-bar grid and tile - Armstrong "Cortega" #769A Ht: 8' AFF - Flat
All Else:	Sloped - 2'x4' T-bar grid and tile - Armstrong "Cortega" #769A Ht: Approx. 6" below rafters
Glu-lam beams:	Sand - no finish
INTERIOR TRIM	
Wainscot:	Aluminum inside corners with Painted wood bullnose at top
Cork:	1/4" aluminum cap metal at top and bottom only
Window Surrounds:	Painted FJ Pine at lower windows (no casing)
Door (Exterior):	FJ Pine painted wood surrounds and 9/16" x 2-1/4" - 473 E2E Bullnose casing - FJ Pine
Door (Interior):	Painted wood doors, jambs and 9/16" x 2-1/4" - 473 E2E Bullnose casing - FJ Pine
Shadow line on GLB:	Provide continuous 1x2x1/2" DF strip on inside edge at mate line of one Glu-lam beam to present a shadow line - reference drawings for details
PAINT	
Exterior Siding/Trims:	Miller "Evolution" Exterior (satin)
Exterior Doors:	Pittsburgh Pitt Tech DTM90 - Low VOC
Interior - Walls:	Miller "Acro Pure" (eggshell) - no VOC
Interior Trim:	Pittsburgh "Manor Hall" Interior Latex (semi gloss)
GL Beam:	Sanded smooth and clean - no stain
	Base price is for up to 3 exterior colors, including the soffits, but excluding the doors - Additional colors will require a change order.
WASHROOM ACCESSORIES	
Toilet Tissue:	(2) Single roll Bobrick B-6857
Mirror:	(2) 18" wide x 30" high - Framed Glass Bobrick B-165-1830
Grab Bars:	(2) 18", (2) 36" and (2) 42" Bobrick B-6806 Series
Signs - Restroom:	(2) Plastic - Accessible Unisex with Braille Donjo HS-9070-32
SPECIALITIES	
Whiteboards:	(4) 8' wide x 4' high Pro-Lite white writing board w' Map Rail - Aluminum frame and tray (2) <i>Per Classroom</i> PR-408-1460-6100
Window/Door shades:	Not included
Signs - Exit:	(4) 6" wide x 6" high - Plastic Exit Sign with Braille
SAGE plaque:	(4) Place (1) at each entrance door into classroom

CABINETS	
Type:	Plastic laminate - Wilsonart
Brand/Style:	Cascade Casework
Classroom:	4 LF of base and 4 LF of uppers - Per Classroom
Countertop:	Wilsonart plastic laminate countertop, backsplash and front edge
HVAC	
Heat Pump:	(2) 2-ton Daikin, ductless mini-split heat pump with one wall cassette
	Heat Pump mounted on Exterior wall with wall bracket
Thermostat:	Wireless remote thermostat
HRV:	(2) Renewaire - Model EV450IN
Ducting:	Exposed spiral ducting - overhead per Pacific Mechanical design
Exhaust:	Restroom Exhaust fan
	Start up, testing and balancing (non certified) by Pacific Mechanical
	One year Parts and Labor warranty by Pacific Mechanical
Crawlspace Fan:	(1) Crawlspace Ventilation Fan Fantech FG-4
	(1) Pressure Switch Cleveland Controls AFS-222-139
	(1) Indicator Light P&S 2151RED
	(2) 4" diameter Sch 40 PVC vent pipe from bottom of floor up thru the roofing, 10" above roofing
PLUMBING	
Toilet - Child:	(2) Proflo 1700 Series Round Toilet Bowl in White PF1704BBHEWH
	(1) Tank (LH) - Proflo Elementary Series 1.28 gpf Toilet tank in white PF1712BBHEWH
	(1) Tank (RH) - Proflo Elementary Series 1.28 gpf Toilet tank in white PF1712BBRHEWH
	(2) Proflo Round open-front toilet seat PFTSBB1000WH
Bar Sink:	(2) 15" x 15" Stainless Steel, Single Bowl PROFLO PFSR151562A
Faucet:	(2) Ceramic Disc, Wrist Blade Handles, Gooseneck Spout A/S 7500.175.002
Water Heater:	(2) Electric Tankless Water Heater 240V - 7.2kw Stiebel DHC-E 8/10
	Water Heaters mounted under sinks in Base Cabinet
Water Lines:	Copper and Aquapex - Single Point Water Stub
Sewer Lines:	PVC DWV Schedule 40 Plastic
	Plumbing Tree Included -

ELECTRICAL	
Service:	120/240V Single phase - Stub through exterior wall
Meter Base:	Provided and installed on site by Medical Lake School District
Panel:	(1) 200 amp Square D HOM2040M200PC
Grounding and Bonding:	Stub out (1) 1/2" PVC conduit at bottom plate for site installed #4 copper wire for Grounding Stub up and down with 3/4" Conduit from Panel for Future Solar FINAL SERVICE SIZE TO BE DETERMINED BY ENGINEERING
Material:	Metallic Raceway System - EMT, MC Cable and/or Flex Conduit All devices and face plates to be White
Receptacles:	(16) Duplex 20 amp - Tamper Resistant - Controlled Leviton TBR20-S1 (2) 20 amp WP GFCI Leviton GFWR2 w/ Intermatic WP 5000C cover Receptacles 50% tied to occupancy sensor per 2021 Washington State Energy Code (4) nLight Air Wall Switch -2 Zone - with Dimming Lithonia RPODLA 2P DX (2) Double pole - For 240V ERV's Leviton 1222-2 (1) Single pole - Mechanical Room with Electrical panel Leviton CSB120 (3) Occupancy sensor Switch- Mech Room and RR's- Wall mount Watt Stopper PW-301 (1) Electronic Timer Control - Astronomic 7-Day - for exterior lights Intermatic ET8215C Install Timer on wall in mechanical room
Automatic Controls:	(4) nLight Air Plug Load Power Pack Lithonia RPP20-24-G2
Data Box:	(10) 4" square boxes with single gang mud ring - Stub up and down with 3/4" flex conduit - Wire and Devices provided and installed on site by Medical Lake School District
Ceiling Fans:	(6) 60" Aeratron Ceiling Fans Aeratron AE3-60 (6) T-bar Grid Box B-line BA50F
Wire for:	(2) 2-ton Mini Split Exterior Heat Pumps (2) Disconnects for Exterior Heat Pumps (2) Mini Split Interior Head Unit (2) ERV (2) Restroom Exhaust fans (1) Crawlspace Ventilation Fan - refer to HVAC section for parts required
ERV Control	(2) 120v coil Cube Relay Square D RUZC3M (base) and RUMC32F7 (120v coil relay)
Classroom Lighting:	(8) BLWP 4 ft. Suspended LED diffused nLight AIR enabled - 4800 Lumens - 39 watts Lithonia BLWP4 48L SDPT EZ1 LP840 NLTAIR2 RES7 (16) BLWP 4 ft. Suspended LED diffused nLight AIR enabled/Non-Sensored - 4800 Lumens - 39 watts Lithonia BLWP4 48L SDPT EZ1 LP840 NLTAIR2 RIO (28) T-bar Grid Box B-line BA50F (24) Adjustable Aircraft Cable kit Lithonia BLWPCG36 F2 (4) Adjustable Aircraft Cable kit (power feed) Lithonia BLWPCGF36 F2 (20) Continuous Row Bracket Lithonia BLWPCR

Electrical continued on next page

Lighting:	(2) 6" LED Disk - Electrical and Mech Rooms	Liteco - LC13RT6DISKW
Restrooms:	(2) Troffer 2'x4' - LED - 6000 Lumen - 48 Watts - 4000k	Lithonia 2BLT4 60L ADPT EZ1 LP840 PWS1836
Exterior Light:	(4) Wall pack - 18 watt LED - full cutoff - 2096 lumen - 5100K color w/ Photo Cell	RAB Slim 18/PC
Ext. Emergency Light:	(4) dual head with battery back up	KEYBL KTEMP3WHWLS
Exit-Emergency Combo:	(4) Illuminated with dual head emergency lights and battery back up - Red Letters	Lithonia LHQM
FA Raceway Only:	(1) Exterior Horn/Strobe - (4) Pull Station - (4) Interior Horn/Strobe - 4" square boxes (painted red) with single gang mud ring (painted red) - Stub up and down with 3/4" flex conduit	
SPRINKLER SYSTEM	Not Included	
OTHER		
Building Height:	13'-2" maximum - Add transport trailer height to get total shipping height	
Close-up:	Standard close-up plastic	

4/21/2026



Scope of Work Specific to: Medical Lake School District

28x64 or 28x68 set on Pit Set Stemwall Foundation

BID REQUIREMENTS	PMSI	Medical Lake SD
Provide Proposal, floor plan, elevation, Specification and Scope of work	X	
Project Insurance	X	
PRE-CONSTRUCTION	PMSI	Medical Lake SD
Pre- Construction Meeting Schedule	X	X
Working Hours 7:00- 5:00 (as coordinated with Medical Lake SD)	X	
Foundation Survey		X
Existing Conditions As-Built Drawings from Utilities		X
Prevailing Wages	X	
Temp Power		X
Temp Water		X
Project Photos	X	X
MODULAR BUILDING	PMSI	Medical Lake SD
Modular Building Per Floor plan and Specifications	X	
Installation (See Items Below)	X	
Bolt Modules and Make Structural Connections	X	
Install Required Crossover Connections	X	
Interior Work (Walls/Ceiling/Floor)	X	
Exterior Close-Up Includes Required Painting	X	
BUILDING ENGINEERING AND DESIGN	PMSI	Medical Lake SD
Engineered Building/Foundation Plans Pit Set Stemwall	X	
Security System (if Required)		X
PERMITS AND PROCEDURES	PMSI	Medical Lake SD
On Site Building and Mechanical Permits		X
Transportation Permits	X	
Application for Plumbing and Electrical Permits on Site		X
Excavation Permits		X
Location Survey and Building Stake Out		X
Use Fees		X
Street Closures Civil Plans		X

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Special Inspections for Storm Installation		X
Foundation and Inspection		X
Site Utility Locates		X
TEMPORARY SITE FACILITIES	PMSI	Medical Lake SD
On Site Module Staging Area if Required		X
Temp Storage – Lay- Down Areas		X
SITE PREPARATION	PMSI	Medical Lake SD
Site Accessible /Free of Obstacles		X
Layout for Foundation (Building Corners and FF Elevation)		X
Access/Driveway with Gravel Base		X
Rough Grade Site+- 1/10th		X
Final Grade Site		X
Landscaping and Associated Systems		X
Temp Fencing		X
Site Security		X
20' Cleared area at each side of foundation		X
FOUNDATION	PMSI	Medical Lake SD
Stem wall Foundation (Quoted as Budget only \$26,000 for 28x64 - \$27,000 for 28x66 included) Excavation Not Included	X	
Excavation for Foundation		X
Mechanical Foundation Venting	X	
Mud Sill, Interior Posts and Beams (Materials and Labor)	X	
Vapor Barrier	X	
Pit set application(treatment of floor joists and flashing	X	
Install Foundation Drains, Cover, Tie in as Required		X
Foundation Sleeves for Elect, Plumbing Telephone		X
WATER, SEPTIC AND DRAINAGE PREPARATION	PMSI	Medical Lake SD
Tap in to Water /Sewer Services		X
Provide as Built Drawings Showing Invert Locations		X
Proper Drainage of Site		X
Connection of Sewer and water within 5' of foundation		X
DWV Plumbing Tree Material and Installation in Crawlspace	X	
Water Connection at Bottom of Floor Joists	X	
MODULE INSTALLATION	PMSI	Medical Lake SD
Pad Prep for new building		X
Delivery of Modules to on site staging area	X	
Truck Set Modulars on site no crane provided	X	
Roll Modules onto Concrete Foundation	X	

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ELECTRICAL	PMSI	Medical Lake SD
Provide Panel Per Specification	X	
Connect Subpanels to Main Distribution Panel		X
Provide and Install Meter and Service to Building		X
Connect Electrical Crossovers Inside Building	X	
Main Distribution Panel		X
FIRE ALARM SYSTEM (IF REQUIRED)	PMSI	Medical Lake SD
Devices/Wiring/Panel		X
Low Voltage System		X
Connect to Outside Source		X
Dedicated Telephone Lines		X
Monitoring Service		X
PLUMBING	PMSI	Medical Lake SD
Connect Site Utility to Building Supply within 5' of building only		X
Mod Line Crossovers (if required)	X	
Complete Vents (W/Site Installed Roofing) Includes Flashing	X	
Install Water Heater and Vent as Required	X	
Flush Water System		X
Recirculation System if Required		X
Plumbing Tree	X	
SITE WORK	PMSI	Medical Lake SD
Soils Engineering by Owner		X
Street Closure Permits		X
Traffic Control		X
Neighborhood Notification		X
Water and Sewer use Fees		X
Site Survey and Provide Permanent Benchmark.		X
Provide Balanced Site (Import, Export)		X
Install Utilities Electrical, Sewer, Water, Gas Line Coordination with City Providers, Storm Trench, Backfill, Compact		X
Special Inspection of Storm Sewer by Owner (Observation of Bedding)		X
Clear and Grub Site		X
CLARIFICATIONS		
Pricing is based on site being flat, level and truck accessible.		
All work is based on being performed concurrently with ongoing site activities.		
Progress payments will be based on a PMSI schedule of values.		
Craning of the modules is not included.		
No ramps, stairs, and landings for building access are included in this proposal.		

Coversheet

Superintendent's Self-Evaluation

Section:	X. Executive Session ~ Superintendent's Evaluation
Item:	A. Superintendent's Self-Evaluation
Purpose:	Discuss
Submitted by:	
Related Material:	Supt. Evaluation July 2026 .pdf

SUPERINTENDENT PERFORMANCE EVALUATION
20_25_-20_26_ SCHOOL YEAR

Superintendent: Kimberly Headrick Director: Self-Assessment Date: July 30, 2026

Standard 1 – Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and the well-being of each student.

The Superintendent...

Themes	Performance Rating
A. Builds commitment to the vision and mission. <i>Medical Lake Promise embedded across all campuses (Michael Anderson, Hallett, MLMS, MLHS, Connect+ Options); regular Monday Minute updates, district news, and community outreach. District Support for Improvement is 15.4% above the state norm (2026 CEE Staff Survey).</i>	Proficient ▾
B. Aligns district procedures and practices with the vision. <i>District leadership, School Improvement Plans (SIPs), and administrative frameworks structured around the Strategic Plan and Promise commitments. District leadership communication positive rating increased (+2.2%). However, staff perception that "this district facilitates the alignment of curriculum across grades and schools" saw a significant decline (-17.6%). Staff Connections focus of Learning Improvement Days- Vertical Alignment</i>	Proficient ▾
C. Holds board and staff mutually accountable for striving toward the vision. <i>Annual State of the District updates, public Data Dashboard releases, and aligned Board Operating Principles. High willingness of staff to be held accountable individually (91.2% positive), but staff perception of colleagues' willingness to be held accountable dropped to 74%, creating an "I vs. They" accountability gap of 16.9%.</i>	Proficient ▾
D. Uses the vision as an indicator of progress. <i>Public Data Dashboards tracking key metrics for Promise 1 (Culture of Belonging), Promise 2 (Personalized & Relevant Instruction), and Promise 3 (Future Pathways & Early Learning). Systematically tracks progress via Cee Survey data across 144 Staff, 893 Students, and 517 Families (a 151% increase in family participation from 2025).</i>	Proficient ▾
E. Develops explicit strategies and processes to study and improve the district's capacity to improve. <i>Systematic 45-day monitoring loops implemented across buildings to evaluate progress beyond the annual CEE/EES survey cycles. Operations leadership shifts to an eight-criteria evaluation process with emphasis on data and growth. 59% of staff agree problem-solving occurs when issues arise, and 53% agree there is willingness to address conflict. However, staff sharing a high sense of urgency around the need to improve dropped -12.3% (to 62% positive).</i>	Basic ▾

Comments:

Standard 2 – Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

The Superintendent...

Themes	Performance Rating
A. Recognizes and capitalizes on the diversity within the community. <i>A targeted focus on equity through expanded student support systems and family partnership frameworks provides clear avenues for inclusive growth across all schools. 87% of students feel good about their cultural background, and 92.4% of families report adults value and respect their student's racial/cultural identity.</i>	Proficient ▾
B. Increases district capacity to positively address cultural tensions or conflicts. <i>Worked with Dr. Salina to develop clear criteria for student behavior and support to monitor and address conflicts proactively. Work still to be done here. Lowest-scoring items on the staff survey center on confronting bias: only 24.6% agree "we talk about race and bigotry as a staff", and only 38.2% of staff (48.5% of students) agree the school engages in difficult conversations about race, gender, and discrimination.</i>	Basic ▾
C. Works to reduce opportunity and achievement gaps. <i>Continued to expand Least Restrictive Environment (LRE) practices and Educational Support Services (ESS) across grade bands. Strong consensus on academic non-discrimination: 92.9% of staff and 94.0% of families agree student placement in advanced classes is not influenced by race, gender, disability, or wealth.</i>	Proficient ▾
D. Examines district policies, procedures, and practices to ensure adherence to principles of fairness, social justice, and human dignity. <i>Ongoing alignment of district handbooks, HIB protocols, and non-discrimination procedures. Staff perception that the school has effective equity practices for all stands at 68% (down from 73%), while student perception remains stable at 73%.</i>	Proficient ▾

Comments:

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Standard 3 — Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

The Superintendent...

Themes	Performance Rating
A. Advocates for student learning as the district’s highest priority. <i>Continuous focus on "Every Student, Every Day" through classroom walks, administrative team alignment, and alternative learning options like Home Connections/Connect+. Overall Curriculum, Instruction, and Assessment (CIA) metrics rank +12.6% above state norms. 88% of students agree teachers believe student learning is important.</i>	Proficient ▾
B. Promotes the systematic improvement of coherent curriculum, instruction, and assessment. <i>Curriculum review process is systematic. Uses data not only from the district, but also from national review data. 87% of staff report using regular formative assessments, and 91.2% report providing timely feedback. However, district curriculum alignment across grades saw a sharp drop (-17.6%).</i>	Proficient ▾
C. Ensures that district policies, practices, and resources support learning for each student. <i>Utilizes live Data Dashboards to provide real-time visibility into academic and engagement metrics across sites. Each building and department. Staff agreement that struggling students receive early intervention dropped -11.7% to 50% positive (with 33% neutral). Personalized instruction perception dropped to 58% (with 36% neutral).</i>	Basic ▾
D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning. <i>Measures staff and family perceptions systematically through the annual CEE Educational Effectiveness Survey. Students report a +5.2% increase in teachers challenging them with interesting activities (65%) and a +10.0% increase in collaborative problem solving. However, only 49.8% of students find coursework useful and interesting.</i>	Proficient ▾

Comments:

Standard 4 — *Community of Care and Support for Students:* Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

The Superintendent...

Themes	Performance Rating
A. Develops and implements procedures and practices that advance the safety and well-being of students, employees, and volunteers. <i>Enforces clear Department of Health Safety guidelines, threat assessment protocols, and HIB compliance. Safety positive ratings stand at 84% among Families, 78% among Staff, and 70% among Students.</i>	Proficient ▾
B. Develops and implements procedures and practices that advance a purposeful and safe learning environment. <i>Continued to support district-wide mental health and behavioral screening and response protocols. Staff perception of bullying policy enforcement dropped -12.9% to 76%. Student perception of bullying enforcement stands at 65%, and family perception at 74%.</i>	Basic ▾
C. Ensures that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals. <i>Leveraged CEE survey metrics to track student perceptions of safety, peer respect, and adult care. 85% of students confirm at least one adult knows and cares about them; 88% of staff and 87% of families report a caring environment.</i>	Proficient ▾
D. Promotes the development of student agency in learning and community participation. <i>Integrated student voice directly into district planning and building-level feedback loops. Students report high collaboration and comfort with diverse peers (89.3%) and goal setting (63%), though only 50.2% report enjoying coming to school.</i>	Proficient ▾
E. Articulates high expectations for the ethical and professional behavior of district employees. <i>Maintained clear expectations for staff conduct and student-centered decision-making. 92.2% of families report school employees are respectful and courteous to one another, and 92.6% report respectful family-staff dialogue.</i>	Proficient ▾

Comments:

Standard 5 — Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

The Superintendent...

Themes	Performance Rating
A. Focuses evaluation and professional development on the improvement of student learning. <i>Professional learning schedules explicitly linked to School Improvement Plans and CEE survey priorities. Staff responsibility for ensuring student learning is high at 88%.</i>	Proficient ▾
B. Implements effective procedures for staff evaluation. <i>All staff are evaluated annually and evaluations are monitored by Human Resources Director. Worked with Ad Council to engage in professional growth conversations that are documented in evaluations. Will continue to build capacity of all supervisors to include this component and then review it the following year. Implemented new district director evaluation tool that includes eight criteria mirroring teacher/principal evaluation process.</i>	Proficient ▾
C. Develops systematic strategies for using professional development to improve student learning. <i>Late Start Friday work is directly linked to School Improvement Plans and Strategic Plan. Additional offerings provided to all staff through Wellness team throughout the year. Classroom-based PD/peer coaching dropped -12.0% to 44.7% positive. Training on social-emotional learning (SEL) instruction dropped to 45% (33% neutral), and staff understanding of SEL instructional strategies fell -13.8% to 64%.</i>	Basic ▾
D. Personally models effective professional development. <i>Engaged in regular instructional leadership routines, mentoring administrators, and reviewing school performance data, maintaining active leadership engagement.</i>	Proficient ▾
E. Builds leadership capacity to improve student learning. <i>Supported the development of collaborative structures between special education specialists and general classroom staff. High Standards & Expectations remain above state norms (+11.7%), but staff expectation that all staff perform with excellence dropped from 92% to 85%.</i>	Proficient ▾
F. Empowers and supports teachers and staff in developing professional learning communities that promote instructional improvement. <i>Attended Late Start Fridays in every building throughout the year. Embedded PLC time into district schedules with an emphasis on data analysis to ensure educator collaboration directly informs instruction.</i>	Proficient ▾

Comments:

Standard 6 — *Meaningful Engagement of Families and Community*: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

The Superintendent...

Themes	Performance Rating
A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community. <i>Utilized annual CEE Family Surveys, public Data Dashboards, district news releases, and Monday Minute updates. Parent & Community Involvement scores are well above state norms across Staff (+13.8%), Students (+9.8%), and Families (+9.6%). 98.2% of families confirm communications are in an understandable language (Top Family Item).</i>	Proficient ▾
B. Develops strategies to involve families and community members in the educational process. Actively involved parents in school events, transition planning, and partner structures. Family survey participation increased by 151% (517 vs. 206). Family participation in important educational decisions increased (+7.7%).	Proficient ▾
C. Develops strategies for constructive resolution of conflicts with families and community members. Maintained clear public communication channels, accessible website resources, and structured board comment opportunities. High family-staff mutual respect (92.6%). However, only 66.8% of families feel the school informs them on how to assist with homework.	Proficient ▾
D. Mobilizes community resources to support district goals. Established the Community Facilities Task Force (CFTF) to involve community members directly in capital planning. Leveraged community partnerships, City of Medical Lake, military liaison connections, and task forces to support district initiatives.	Proficient ▾
E. Engages board and community in planning, conducting, and building support for levy and bond campaigns. Transparent facility planning and operational budgeting shared publicly via task force and board meetings. 73.2% of families feel they have input into school improvement plans, though 71.2% report wanting more frequent information on progress toward district improvement goals.	Proficient ▾
F. Engages with community members, government agencies, professional associations and other external groups to understand the current environment and develop district responses to emerging issues. Maintained active regional partnerships and civic involvement to support district initiatives. ML Lions Club President, Forward Fairchild Education Chair, NEWASA Legislative Representative	Proficient ▾

Comments:

• Standard 7 — Operations and Management: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.	
The Superintendent...	
Themes	Performance Rating
A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations. <i>Conducted structured operational reviews guided by the Community Facilities Task Force and facility planning frameworks. District Support for Improvement is +15.4% above state norms. Continuous monitoring of teaching and learning is +13.5% above norm.</i>	Proficient ▾
B. Effectively manages fiscal resources in accord with board priorities and instructional improvement. <i>Maintained transparent financial oversight, including public reporting of ASB accounts, grant allocations, and district report card metrics. Fiscal operations effectively support district staffing and instructional programs.</i>	Proficient ▾
C. Strategically manages human resources to support instructional improvement and other district goals. <i>Aligned hiring practices and personnel allocation to support educational support services and classroom needs. 36% of staff report neutral responses regarding personalized instruction, and 33% report neutral responses regarding struggling student interventions, indicating operational uncertainty in resource allocation.</i>	Basic ▾
D. Effectively manages key elements of district operations. <i>Monitored district operations, ensuring compliance with policies and procedures. Supported Assistant Superintendents with implementation of a new evaluation tool for district directors and supervisors that engages a continuous improvement process that is linked to district goals and student achievement.</i>	Proficient ▾
E. Develops a system for ensuring that employee performance meets district expectations. <i>Maintained systematic evaluation workflows and compliance reporting across all departments. Evaluative workflows are maintained, but "I vs. They" gaps in staff accountability (16.9% gap) highlight a need to strengthen peer accountability culture.</i>	Basic ▾
Comments:	

Standard 8 — Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors promote each student's academic success and well-being.

The Superintendent...

Themes	Performance Rating
A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and the board. <i>Maintained Board Operating Principles aligned with the Strategic Plan and Medical Lake Promise.</i>	Proficient ▾
B. Honors board policy. <i>Facilitated systematic policy review and ensured policy administration aligns with state requirements and EES diagnostic findings.</i>	Proficient ▾
C. Provides the board with timely information. <i>Delivered regular updates, data dashboard briefings, and comprehensive board meeting materials. Weekly Update provides information in a timely manner regarding laws and procedures, personnel matters, complaints, and district events. Utilizes comprehensive EES survey triangulation (Staff, Student, Family) to provide the board with objective, transparent data on district health.</i>	Proficient ▾
D. Treats all board members fairly, respectfully, and responsibly. <i>Fostered open, professional governance dialogue grounded in district goal achievement and grounded in transparent data review.</i>	Proficient ▾
E. Provides necessary support for effective board decision-making. <i>Ensured meeting agendas clearly link action items to strategic goals and student performance data. Presents clear survey diagnostics highlighting strengths (e.g., Parent Involvement) and target areas (e.g., Professional Development gaps) to guide policy and budget decisions.</i>	Proficient ▾
F. Builds strong team relationships with the board. <i>Collaborated with the board to review progress on district-wide strategic milestones and align strategic goals with benchmarked survey norms and continuous improvement targets.</i>	Proficient ▾

Comments:

Signatures:

Board Chair

Date

Superintendent

Date