



Spokane International Academy

January (Regular)

Published on January 20, 2023 at 1:55 PM PST

Amended on January 24, 2023 at 9:10 AM PST

Date and Time

Tuesday January 24, 2023 at 11:30 AM PST

Agenda

	Purpose	Presenter	Time
I. Spokane International Academy Mission Statement			
<p>Spokane International Academy empowers its students with the academic skills, habits of mind, and global competence necessary to complete advanced courses in high school, and a college degree, in order to become leaders who can powerfully transform their communities.</p>			
II. Opening Items			11:30 AM
<p>Opening Items</p>			
A. Record Attendance and Guests			1 m
B. Call the Meeting to Order			
III. Consent Agenda			11:31 AM
<p>The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda as determined by the Chair, in cooperation with the CEO, are those that are considered common to the operation of the Board and</p>			

Purpose Presenter Time

normally require no special board discussion or debate. A board member may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of minutes from a previous meeting
- Approval of monthly financial statements
- Acknowledgement of monthly enrollment reports
- Approval of updated school policies and/or procedures

A.	Approve Previous Minutes	Approve Minutes	Mary Velazquez	1 m
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Approve minutes for December (Regular) on December 20, 2022

B.	Monthly Financials	Vote	Mary Velazquez	1 m
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The following vouchers as audited and certified by the auditing officer, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, are approved for payment.

General Fund -

- Payroll: Check Number 15421 through 15427, Direct Deposit Number 900004657 through 900004753 totaling \$659,009.33
- Mid-Month AP: General Warrant Numbers 15370 through 15385 totaling \$105,231.91
- Mid-Month AP: ASB Warrant Numbers 15368-15369 \$272.43
- End of Month AP: General Warrant Numbers 15386 through 15420 totaling \$136,229.27
- Private Fund AP: Warrant Number 1409 totaling \$215.00
- Wire/ACH AP: Totaling \$805.23

See also the attached notes for AP and Payroll expenditure explanation

C.	Budget Status/Enrollment Number/Quarterly Reports	FYI	Mary Velazquez	1 m
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D.	Policies/Procedures to Review/Approve	Vote	TRAVIS FRANKLIN	1 m
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- Safe Schools Plan
- 22-23 Commission School Specific Goals (update to participation goal in organizational goals section)

	Purpose	Presenter	Time
IV. Public Comment			
V. Staff Updates			11:35 AM
A. Board Presentation	FYI	TRAVIS FRANKLIN	1 m
VI. Academic Excellence			
VII. Finance			
VIII. Governance			11:36 AM
A. Board Meeting Times	Discuss	Mary Velazquez	10 m
B. New Board Member	Vote	Mary Velazquez	5 m
Vote to add Nancy Cunningham back on the SIA board. Nancy previously served on SIA's board.			
IX. CEO Support And Eval			
X. Strategic Planning			11:51 AM
A. Job Description Update	Discuss	Mary Velazquez	20 m
Review the proposed updated job description/roles and responsibilities for the Head of School, CFO, and COO (to begin Fall 2023).			
XI. Executive Session			12:11 PM
A governing body subject to the OPMA is allowed to go into executive sessions <i>only</i> for the reasons listed in RCW 42.30.110 .			
A. Discuss the Performance of a Public Employee	Discuss	Mary Velazquez	30 m
XII. Closing Items			12:41 PM
A. Adjourn Meeting	Vote		

Contacting the Board

Members of the public who wish to contact the board regarding items on the agenda, or other relevant topics, may do so by emailing the board at boardofdirectors@spokaneintlacademy.org. The board will respond within a reasonable amount of time to at least acknowledge receipt of the message.

Public Participation During Meetings

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. The Chair is responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented and the suitability of the time for a presentation.

In order to assist the Board in its orderly conduct of the meeting, individuals wishing to be heard by the Board shall have the opportunity to state their name, address, and the topic they wish to speak to, either in writing at the beginning of the meeting, and/or verbally at the time the topic is addressed on the agenda, and before the Board takes action on such item. Individuals, after identifying themselves, will address the Board and proceed to make their comments as briefly as the subject permits.

The Board will not entertain oral complaints about school personnel. A member of the public wishing to make such a complaint shall do so in writing to the Board Chair who shall follow the school's adopted conflict resolution policy. The Chair may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, or irrelevant.

The Board as a whole shall have the final decision in determining the appropriateness of all such rulings.

Coversheet

Approve Previous Minutes

Section: III. Consent Agenda
Item: A. Approve Previous Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for December (Regular) on December 20, 2022



Spokane International Academy

Minutes

December (Regular)

Date and Time

Tuesday December 20, 2022 at 11:30 AM

Directors Present

James Wilburn (remote), Jeff Hyslop (remote), Ken Vorhees (remote), Mary Velazquez (remote), Matthew Hoag (remote), Stacy Hill (remote)

Directors Absent

None

Guests Present

Heather Dauphin (remote), Morgen Flowers-Washington (remote), Travis Franklin (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Mary Velazquez called a meeting of the board of directors of Spokane International Academy to order on Tuesday Dec 20, 2022 at 11:30 AM.

II. Consent Agenda

A. Approve Previous Minutes

Mary Velazquez made a motion to Approve the minutes.

Ken Vorhees seconded the motion.

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

Mary Velazquez made a motion to approve the minutes from November 2022 November (Regular) on 11-22-22.

Ken Vorhees seconded the motion.

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

B. Monthly Financials

Matthew Hoag made a motion to Approve financials.

Ken Vorhees seconded the motion.

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

C. Budget Status/Enrollment Number/Quarterly Reports

D. Policies/Procedures to Review/Approve

Ken Vorhees made a motion to Approve Policy 5406 - Emergency Shared Leave.

Mary Velazquez seconded the motion.

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

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:30 PM.

Respectfully Submitted,

Travis Franklin

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The Board will not entertain oral complaints about school personnel. A member of the public wishing to make such a complaint shall do so in writing to the Board Chair who shall follow the school's adopted conflict resolution policy. The Chair may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, or irrelevant.

The Board as a whole shall have the final decision in determining the appropriateness of all such rulings.

Coversheet

Monthly Financials

Section: III. Consent Agenda
Item: B. Monthly Financials
Purpose: Vote
Submitted by:
Related Material: Additional notes for AP_Payroll.Board.docx (2).pdf
Jan Payroll 2023-rev.pdf
Jan mid AP 2023.pdf
Jan mid AP 2023 ASB.pdf
Jan EOM AP 2023.pdf
Private ck register 1.23.pdf
Wire register 1.23.pdf

Additional notes for Accounts Payable –

Recurring Monthly Bills-

Amazon \$2,857.27 School supplies

Avista \$21,074.09 services for Electricity (mid-month AP paid \$3,501.24-unpaid balance from last statement due to early December AP run)

Rodney, Braun \$8,615.96 Rent for Home office (void & reissue the January rent #15305 due to the landlord lost the check)

C&C \$6,283.86 Snow Removal Service (11/28-12/24)

City of Spokane \$2,928.96 Water and Sewer services

Harlow's \$41,725.08 Transportation Service for Dec

Inland Northwest Therapy \$10,637.50 Speech/Occupational service

Joule Growth Partners \$1,250 Contracted Financial Services

NMC \$12,701.19 Custodial Service

SIA-Magnesium LLC \$87,140.06 Lease payment for Bonds semi-annual payment

SIA-Magnesium LLC \$2,500.00 Repair & replacement payment for Bonds (Jan)

Umpqua Credit card \$697.22 School supplies

URM \$11,858.52 Food service supplies (\$3,382.98-from Supply Chain Assistance Fund)

Quarterly paid expenses-

ATS \$4,043.93 (Maintenance service (Mechanical & electrical system))

One time expenses-

DE-EL \$3,062.92 Blinds for the classroom (Small School Stabilization fund)

Additional notes for Payroll-

January new hires include one Instructional Permanent Substitute, Instructional Aide, Office Assistant and a Custodian.

*Contracting with a temp agency for two Food Service Assistants

January Resignations - None

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those payments have been recorded on a listing which has been made available to the board.

As of January 24, 2023, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: SIA PUBLIC FUNDS ACCT (AP) - UMPQUA BANK
 Check Number 15421 through 15427
 and for payment those Direct Deposits included in the following list and further described as follows: SIA PUBLIC FUNDS ACCT (AP) - UMPQUA BANK
 Direct Deposit Number 900004657 through 900004753
 in the total amount of \$659,009.33.

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

4pacpv04.p SPOKANE INTERNATIONAL ACADEMY 10:59 AM 01/19/23
 05.22.10.00.00-010051 PAY SUMMARY FOR PR / Payroll - AFTER CALCS PAGE: 1
 CHECK DATE: 01/31/2023 PERIOD ENDING DATE: 01/31/2023
 HR\PA\CP\PE - 748 - Board

<u>PAY</u>	<u>DESCRIPTION</u>	<u>COUNT</u>	<u>FACTOR</u>	<u>HOURS</u>	<u>GROSS</u>	<u>RETIRE HOURS</u>
CAD5	ADD PAY	5	4.0000		429.14	
CAPR3	ASSOCIATE PR	6	2.0000		19,837.51	336.00
CCFO3	CHIEF FIN OFF	1	1.0000		10,700.00	168.00
CCOU3	COUNSELOR	7	4.0000		16,802.25	491.00
CCUS4	FACILITIES	1	1.0000		1,472.90	104.00
CDOP3	DIR OF OPS	2	1.0000		5,833.34	171.00
CDSS3	DIR OF SPECIAL	7	2.0000		13,429.29	252.00
CIA3	INST AIDE	52	22.0000		42,494.93	3083.99
CIAB3	INST AIDE	1	1.0000		1,813.28	168.00
CIM13	PRINCIPAL	6	1.0000		12,802.77	168.00
CINT3	INT COACH	7	4.0000		27,034.09	672.00
CKIT4	KITCHEN MGR	1	1.0000		2,571.83	168.00
CKT24	MGR FS/TRANS	2	1.0000		2,396.81	104.00
CKTA4	KITCHEN ASSIST	1	1.0000		1,916.34	168.00
CLGY5	LONGEVITY	15	13.0000		3,750.01	
CMGF3	MANAGER FINANCE	1	1.0000		3,846.04	168.00
CMGH3	HR SPECIALIST	1	1.0000		3,452.80	168.00
CNU13	NURSE	4	1.0000		4,968.34	168.00
COFF3	OFFICE ASSIST	5	3.0000		5,724.70	440.00
COPM3	FACILITES MGR	4	1.0000		10,700.00	168.00
CPSY3	PSYCHOLOGIST	6	1.0000		5,261.42	168.00
CSP25	SUPPLEMENTAL	3	2.0000		1,421.00	54.00
CSUP3	SUPERINTENDENT	2	1.0000		13,820.84	168.00
CTC13	TEACHER	101	48.0000		238,403.05	7552.00
CTC23	TEACHER	1	1.0000		3,400.00	160.00
TADM3	ADMIN OFFICE	1		4.5000	125.42	4.50
TIA3	INST AIDE	18		-63.0000	-1,103.19	-62.99
TKIT4	KITCHEN MGR	2		-4.2500	-114.99	-4.30
TOFF3	OFFICE ASST	4				
TOFM3	OFFICE MGR	2				
TOV3	OVERTIME	1		4.0000	116.12	4.00
TOV4	OVERTIME	1		7.0000	224.91	7.00
TSU23	SUBSTITUTE	9		88.0000	1,650.01	88.00

CHECK DATE: 01/31/2023 PERIOD ENDING DATE: 01/31/2023

HR\PA\CP\PE - 748 - Board

<u>PAY</u>	<u>DESCRIPTION</u>	<u>COUNT</u>	<u>FACTOR</u>	<u>HOURS</u>	<u>GROSS</u>	<u>RETIRE</u> <u>HOURS</u>
TSUB3	SUBSTITUTE	6		34.0000	787.00	34.00
TSUB4	SUBSTITUTE	2		131.5000	2,816.73	131.50
	REPORT TOTAL	288	119.0000	201.7500	458,784.69	15469.70

CHECK DATE: 01/31/2023 PERIOD ENDING DATE: 01/31/2023

HR\PA\CP\PE - 748 - Board

<u>CODE</u>	<u>DESCRIPTION</u>	<u>CATEGORY</u>	<u>COUNT</u>	<u>AMOUNT</u>
1FIC	FICA	FICA	288	27,859.69
1FIT	FED INC TAX	FEDERAL TAX	288	30,207.26
1FIT+	FIT ADD AMT	FEDERAL TAX	42	3,281.61
1MED	MEDICARE	MEDICARE	288	6,515.60
1PFML	WA PAID FML	PFML	288	2,670.61
1ReE0	SERS PLAN 0	RETIREMENT	4	
1ReE2	SERS PLAN 2	RETIREMENT	60	4,029.65
1ReE3	SERS PLAN 3	RETIREMENT	56	3,234.89
1ReT0	TRS PLAN 0	RETIREMENT	14	
1ReT2	TRS 2	RETIREMENT	65	10,122.47
1ReT3	TRS PLAN 3	RETIREMENT	91	14,732.39
1WC	WORKERS' COMP	WORKERS' COMP	288	1,575.44
A5151	MED ADJ	OTH BEF TAX	4	124.00
ACH#2	ACH#2		2	2,586.67
ALTD	ADJ SUPP LTD		6	19.84
DCP	DCP	TSA-BEFORE TAX	2	47.94
HCFSA	Medical FSA	OTH BEF TAX	3	41.67
HEHSA	Health Eqty-HSA	OTH BEF TAX	4	725.00
KP2CR	Kai WA Smt2 E/C	OTH BEF TAX	4	186.00
KP2ER	Kai WA Smt2 EMP	OTH BEF TAX	16	530.00
KP3FR	Kai WA Smt3 FAM	OTH BEF TAX	2	426.00
KW1CR	Kai WA Core1E/C	OTH BEF TAX	2	67.00
KW1ER	Kai WA Core1EMP	OTH BEF TAX	9	152.00
KW1FR	Kai WA Core1FAM	OTH BEF TAX	4	253.00
KW2CR	Kai WA Core2E/C	OTH BEF TAX	4	150.00
KW2ER	Kai WA Core2EMP	OTH BEF TAX	11	240.00
KW2FR	Kai WA Core2FAM	OTH BEF TAX	10	516.00
KW2SR	Kai WA Core2E/S	OTH BEF TAX	7	258.00
KWSCR	Kai WA SndChE/C	OTH BEF TAX	7	260.00
KWSER	Kai WA SndChEMP	OTH BEF TAX	19	666.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	7	716.00
KWSSR	Kai WA SndChE/S	OTH BEF TAX	2	148.00
LTD50	Emp Pd LTD 50%		10	46.16
LTD60	Emp Pd LTD 60%		52	333.59
LTDBU	Supp LTD		103	623.62
PHCR	Prem Hgh PPOE/C	OTH BEF TAX	11	680.00
PHER	Prem Hgh PPOEMP	OTH BEF TAX	7	291.00
PHFR	Prem Hgh PPOFAM	OTH BEF TAX	3	582.00
PMER	Prem HMCrEPOEMP	OTH BEF TAX	2	25.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	4	172.00
PSER	Prem Std PPOEMP	OTH BEF TAX	5	147.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	4	294.00
V1CR	UMPACP-UWMedE/C	OTH BEF TAX	2	145.00
V1ER	UMPACP-UWMedEMP	OTH BEF TAX	6	166.00
VACR	UMP Achieve2E/C	OTH BEF TAX	2	184.00
VAER	UMP Achieve2EMP	OTH BEF TAX	2	105.00
VHSAE	UMP CDHP EMP	OTH BEF TAX	7	109.00
VHSAF	UMP CDHP FAM	OTH BEF TAX	4	168.00
VHSAS	UMP CDHP E/S	OTH BEF TAX	2	56.00
VUER	UMP Achieve1EMP	OTH BEF TAX	17	386.00
VUFR	UMP Achieve1FAM	OTH BEF TAX	3	466.00
			2143	117,322.10

CHECK DATE: 01/31/2023 PERIOD ENDING DATE: 01/31/2023

HR\PA\CP\PE - 748 - Board

<u>CODE</u>	<u>DESCRIPTION</u>	<u>CATEGORY</u>	<u>COUNT</u>	<u>AMOUNT</u>
1FIC	FICA	FICA	288	27,859.69
1MED	MEDICARE	MEDICARE	288	6,515.60
1PFML	WA PAID FML	PFML	288	999.67
1ReE0	SERS PLAN 0	RETIREMENT	4	
1ReE2	SERS PLAN 2	RETIREMENT	60	6,122.37
1ReE3	SERS PLAN 3	RETIREMENT	56	5,876.40
1ReT0	TRS PLAN 0	RETIREMENT	14	
1ReT2	TRS PLAN 2	RETIREMENT	65	18,471.92
1ReT3	TRS PLAN 3	RETIREMENT	91	31,752.45
1UC	UNEMPLOYMENT	UNEMPLOY COMP	288	2,477.44
1WC	WORKERS' COMP	WORKERS' COMP	288	2,679.10
SEBB	SEBB		208	97,220.00
VHSS1	UMP CDHP EE HSA		10	250.00
			1948	200,224.64

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

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 24, 2023, the board, by a _____ vote, approves payments, totaling \$105,231.91. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 15370 through 15385, totaling \$105,231.91

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

Check Nbr	Vendor Name	Check Date	Check Amount
15370	AMAZON CAPITAL SERVICES	01/13/2023	2,212.85
15371	Avista	01/13/2023	3,501.24
15372	BILESKEY, SETH	01/13/2023	38.13
15373	BRANTING, DARIN	01/13/2023	73.45
15374	BRAUN, RODNEY	01/13/2023	4,307.98
15375	CITY OF SPOKANE	01/13/2023	2,928.96
15376	COOK, KELSEY	01/13/2023	12.95
15377	DE LAGE LANDEN FINANCIAL SERVI	01/13/2023	995.50
15378	JAMISON SIGNS INC	01/13/2023	794.54
15379	LEAF CAPITAL FUNDING, LLC.	01/13/2023	52.64
15380	LINC FOODS	01/13/2023	283.77
15381	MOON SECURITY SERVICE INC	01/13/2023	155.81
15382	NEWESD 101	01/13/2023	40.00
15383	SEIDEMAN, DALANEY	01/13/2023	20.03
15384	SIA-MAGNESIUM LLC	01/13/2023	89,640.06
15385	T-MOBILE	01/13/2023	174.00

16 Computer Check(s) For a Total of 105,231.91

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	16	Computer	Checks For a Total of	105,231.91
Total For	16	Manual, Wire Tran, ACH & Computer	Checks	105,231.91
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	105,231.91

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As of January 24, 2023, the board, by a _____ vote, approves payments, totaling \$272.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 15368 through 15369, totaling \$272.43

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

Check Nbr	Vendor Name	Check Date	Check Amount
15368	AMAZON CAPITAL SERVICES	01/13/2023	126.08
15369	COPELAND, TABATHA	01/13/2023	146.35
2	Computer	Check(s) For a Total of	272.43

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	272.43
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	272.43
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	272.43

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As of January 24, 2023, the board, by a _____ vote, approves payments, totaling \$136,229.27. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 15386 through 15420, totaling \$136,229.27

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

Check Nbr	Vendor Name	Check Date	Check Amount
15386	ADVANCED FIRE SYSTEMS, INC	01/31/2023	2,166.38
15387	AMAZON CAPITAL SERVICES	01/31/2023	644.42
15388	ATS INLAND NW, LLC	01/31/2023	4,043.90
15389	AUTO-CHLOR SYSTEM	01/31/2023	353.43
15390	AVIDEX	01/31/2023	671.28
15391	Avista	01/31/2023	17,572.85
15392	BRAUN, RODNEY	01/31/2023	4,307.98
15393	C&C YARD CARE, INC	01/31/2023	6,283.86
15394	CENTURYLINK	01/31/2023	195.00
15395	COMCAST BUSINESS	01/31/2023	391.70
15396	DE-EL ENTERPRISES, INC	01/31/2023	3,062.90
15397	EDGEWOOD PARTNERS INS. CENTER	01/31/2023	2,424.00
15398	EDNETICS NETWORK	01/31/2023	4,229.76
15399	FATBEAM LLC	01/31/2023	1,390.00
15400	FIKES NORTHWEST, CORP	01/31/2023	328.74
15401	HARLOW'S SCHOOL BUS SERVICE IN	01/31/2023	41,725.08
15402	INLAND NORTHWEST THERAPY	01/31/2023	10,637.50
15403	JOULE GROWTH PARTNERS	01/31/2023	1,250.00
15404	KUTAK ROCK LLP	01/31/2023	599.60
15405	NMC FRANCHISING, LLC	01/31/2023	12,701.19
15406	OSPI CHILD NUTRITION SERVICES	01/31/2023	1,595.06
15407	PPC SOLUTIONS, INC	01/31/2023	405.00
15408	RIVERSIDE INSIGHTS	01/31/2023	1,469.44
15409	ROYAL BUSINESS SYSTEMS, INC	01/31/2023	1,676.57
15410	SEIDEMAN, DALANEY	01/31/2023	16.16
15411	SERVPRO OF NORTHEAST SPOKANE	01/31/2023	1,172.69
15412	SPRAGUE PEST SOLUTIONS	01/31/2023	98.92
15413	STAPLES ADVANTAGE	01/31/2023	834.34
15414	SWANSON'S REFRIGERATION AND RE	01/31/2023	1,548.44
15415	THE HOME DEPOT PRO	01/31/2023	225.30
15416	URM	01/31/2023	11,858.52
15417	WAXIE SANITARY SUPPLY	01/31/2023	158.10
15418	WEBB, TERESA	01/31/2023	61.02

Check Nbr	Vendor Name	Check Date	Check Amount
15419	WSIPC	01/31/2023	70.18
15420	ZOOM VIDEO COMMUNICATIONS INC.	01/31/2023	59.96
35	Computer	Check(s) For a Total of	136,229.27

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	35	Computer	Checks For a Total of	136,229.27
Total For	35	Manual, Wire Tran, ACH & Computer	Checks	136,229.27
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	136,229.27

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board. As of December 20, 2022 the board, by a _____ vote, approves payments, totaling \$39.52. The payments are further identified in this document. Total by Payment Type for Private Account, UMPQUA BANK: Warrant Number 1408 , totaling \$39.52.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
1409	Unisearch	1/3/23	\$ 215.00
		1 Checks	For a Total of \$ 215.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board. As of January 24, 2023 the board, by a _____ vote, approves payments, totaling \$805.23. The payments are further identified in this document. Total by Payment Type for Private/Public Account, UMPQUA BANK: Wire/ACH payments totaling \$805.23.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Type	Vendor Name		Date	Amount
ACH	Umpqua Credit Card	December Statement	1/13/23	\$ 697.22
ACH	WA Dept. of Revenue	Qtrly Comp Tax	1/13/23	\$ 108.01
		2 ACH/Wire	For a Total of	\$ 805.23

Coversheet

Budget Status/Enrollment Number/Quarterly Reports

Section: III. Consent Agenda
Item: C. Budget Status/Enrollment Number/Quarterly Reports
Purpose: FYI
Submitted by:
Related Material: 12.22budget Status.pdf
SIA actual vs projected enrollment-Jan 2023.pdf

10--GENERAL FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the SPOKANE INTERNATIONAL ACADEMY School District for the Month of December, 2022

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	0	.00	.00		.00	0.00
2000 LOCAL SUPPORT NONTAX	56,328	6,198.84	49,240.97		7,087.03	87.42
3000 STATE, GENERAL PURPOSE	8,538,148	768,472.27	2,646,960.06		5,891,187.94	31.00
4000 STATE, SPECIAL PURPOSE	2,005,693	190,300.65	462,236.80		1,543,456.20	23.05
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	1,704,280	261,766.03	497,349.65		1,206,930.35	29.18
7000 REVENUES FR OTH SCH DIST	25,000	.00	5,313.92		19,686.08	21.26
8000 OTHER AGENCIES AND ASSOCIATES	332,500	250,000.00	550,000.00		217,500.00-	165.41
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	12,661,949	1,476,737.79	4,211,101.40		8,450,847.60	33.26
<u>B. EXPENDITURES</u>						
00 Regular Instruction	5,443,128	432,985.46	1,804,886.24	3,195,233.29	443,008.47	91.86
10 Federal Stimulus	377,274	50,418.77	212,850.90	396,255.02	231,831.92-	161.45
20 Special Ed Instruction	862,894	68,615.45	275,160.25	485,900.94	101,832.81	88.20
30 Voc. Ed Instruction	0	.00	.00	0.00	.00	0.00
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	911,137	34,496.17	135,187.44	246,664.96	529,284.60	41.91
70 Other Instructional Pgms	895,221	56,799.94	305,083.53	280,551.68	309,585.79	65.42
80 Community Services	24,998	3,076.68	11,219.68	16,711.10	2,932.78-	111.73
90 Support Services	3,922,241	369,605.02	1,337,163.74	2,226,137.34	358,939.92	90.85
<u>Total EXPENDITURES</u>	12,436,893	1,015,997.49	4,081,551.78	6,847,454.33	1,507,886.89	87.88
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	225,056	460,740.30	129,549.62		95,506.38-	42.44-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,000,000		3,135,205.86			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	3,225,056		3,264,755.48			
<u>(E+F + OR - G)</u>						

Spokane International Academy
Actual vs Projected Full Time K-12 Enrollment
For School Year Ending 2023

Grades	<i>Actual</i>										Average	Budgeted	Variance
	September	October	November	December	January	February	March	April	May	June			
Kindergarten (Full)	88.50	91.50	90.50	90.50	91.20	0.00	0.00	0.00	0.00	0.00	90.44	93.12	0.97
1st	84.00	92.00	93.00	94.00	94.00	0.00	0.00	0.00	0.00	0.00	91.40	93.12	0.98
2nd	89.00	95.00	94.00	94.00	95.00	0.00	0.00	0.00	0.00	0.00	93.40	93.12	1.00
3rd	90.00	92.00	92.00	93.00	93.00	0.00	0.00	0.00	0.00	0.00	92.00	93.12	0.99
4th	69.00	70.00	70.00	72.00	72.00	0.00	0.00	0.00	0.00	0.00	70.60	69.84	1.01
5th	69.00	72.00	72.00	71.00	71.00	0.00	0.00	0.00	0.00	0.00	71.00	69.84	1.02
6th	61.00	69.00	66.00	68.00	69.00	0.00	0.00	0.00	0.00	0.00	66.60	69.84	0.95
7th	55.00	56.00	57.00	59.00	59.00	0.00	0.00	0.00	0.00	0.00	57.20	58.20	0.98
8th	56.00	58.00	57.00	58.00	58.00	0.00	0.00	0.00	0.00	0.00	57.40	58.20	0.99
9th	27.00	29.00	26.00	25.00	25.00	0.00	0.00	0.00	0.00	0.00	26.40	43.65	0.60
10th	12.00	13.00	12.00	11.00	11.00	0.00	0.00	0.00	0.00	0.00	11.80	11.64	1.01
11th	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12th	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Totals	700.50	737.50	729.50	735.50	738.20	0.00	0.00	0.00	0.00	0.00	728.24	753.69	0.97

K-8 Totals	661.50	695.50	691.50	699.50	702.20	0.00	0.00	0.00	0.00	0.00	690.04	698.40	0.99
9-12 Totals	39.00	42.00	38.00	36.00	36.00	0.00	0.00	0.00	0.00	0.00	38.20	55.29	0.69

	September	October	November	December	January	February	March	April	May	June	Average	Projected	Variance
SPED K12	71.00	75.00	79.00	85.00	82.00	0.00	0.00	0.00	0.00	0.00	80.25	85.00	0.94

Coversheet

Policies/Procedures to Review/Approve

Section: III. Consent Agenda
Item: D. Policies/Procedures to Review/Approve
Purpose: Vote
Submitted by:
Related Material:
SIA School Specific Goals - 22-23 (Academic and Organizational DRAFT).docx
Safe School Plan 2022-23 (1).pdf

School-Specific Goals - Academic

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school’s framework should contain measures that are representative of your individual program. Applicable Legislation: [WAC 108-30-030](#) Please incorporate your school-specific goals on this form. For any questions, please contact the Oversight Team, at CSCOversight@k12.wa.us or 360-725-5511.

Academic School Specific Goal (Indicator 4 of Academic Performance Framework – 15% of tiered rating)	
School Mission	The mission of Spokane International Academy is to empower our students with the academic skills, habits of mind and global competence necessary to complete advanced courses in high school and a college degree in order to become leaders who can powerfully transform their communities.
School Vision	The mission of Spokane International Academy is realized through a world class educational experience that focuses on strong foundational skill development in an inquiry based environment that inspires students to learn more about the world. Our goal is that we develop the citizens necessary to create a more inclusive and global 21st century.
School Education Program Terms (Attachment 4 of Charter Contract)	<ol style="list-style-type: none"> 1. Global Competence: Students in Kindergarten - 5th grade study a different region of the world during each academic year (K - North America, 1st - South America, 2nd - Asia, 3rd - Oceania, 4th - Africa and 5th - Europe). Middle Academy students participate in a global perspectives course where they dig into larger concepts such as global politics, economy, geography, education, society and environment. High School students participate in 9th grade AP Human Geography and 10th grade AP Environmental Science and AP World History, all of which are deeply rooted in our mission. 2. Targeted Academic Interventions - Students participate in daily, targeted academic interventions based on data collected from multiple sources. Students are grouped according to ability to be challenged appropriately. 3. 21st Century Learning Environment - SIA is a 1:1 laptop environment. Students have access to appropriate technology throughout the day to support their academic growth and to instruct them in 21st century literacy skills (typing, coding, programming, etc.).

	<p>4. Inquiry-based instruction - Teachers incorporate inquiry-based practices to engage students in deep study and analysis of the content they are learning.</p>
<p>Student Profile – What make a student who matriculates from your program unique? Should be tied to Education Program Terms (attachment 4)</p>	<p>A student that graduates from SIA exhibits four unique qualities:</p> <ol style="list-style-type: none"> 1. <u>Informed consumers and users of language information and technology</u> - Demonstrates mastery of communication in both English and Spanish, presents information in an articulate fashion and evaluates sources of information for bias, validity and integrity 2. <u>Academically prepared</u> - Intellectually curious, ready to engage in advanced coursework as freshman in high school, demonstrates mathematical and scientific analysis, understands the use of arts and literature as a lens through which to view society and culture 3. <u>Leaders in the community</u> - Reflect on their roles and contributions as members of a team and appreciate the need for a diversity of contributions, consistently display our REACH values regardless of the context 4. <u>Utilizes a global perspective</u> - Know and understand world geography, understand the contributions of world cultures on the way of life in the United States, understands the historical development of contemporary beliefs and values.
<p>Academic Program Support Area Need – As determined through data review</p>	<p>SIA is committed to ensuring all our students are appropriately challenged to make the growth they can make each year. After reviewing state assessment data from Fall 2021/Spring 2022, and MAP assessment data from 2021-22, we decided to continue our concerted effort as a school to focus on math interventions at all grades.</p> <p>We are going to use Fall 2022 MAP data to establish the group that would need interventions. Due to the variation in forms of the SBA during the administrations in the 21-22 school year, we need to use a tool that allows us to establish a baseline of scores pre-pandemic through today. The students who did not make expected growth last year will be part of this group as well, so long as they still score in the low or low/avg on the Fall 2022 benchmark assessment.</p> <p>We are targeting math following the release of student performance data on the 2021-22 SBA, and the nature of the way instruction needed to be delivered during the pandemic. We implemented more structured interventions at all grade levels to ensure students who needed additional support were receiving it. We have hired a full-time Math Coach and split intervention work into grade bands to ensure staff are focused on a more narrow band of students.</p>

<p>Goal/ Lagging Indicator <i>What is the intended outcome?</i></p>	<p>Of the students who score Lo Avg/Lo on their MAP math in Fall 2022, half of them will achieve their MAP Projected Growth Goals by the Spring 2023 testing session.</p>		
<p>Goal Connection <i>Describe how the goal captures the school mission/vision/educational program terms/student profile.</i></p>	<p>One of our three primary mission specific outcomes for students is ensuring they have the academic skills necessary to powerfully transform their community. Students need to have solid foundational math skills to access the variety of futures available to them.</p>		
<p>Leading Indicator: What actionable steps (ex. interventions will be put in place to directly influence the outcome of the goal? How will you provide supports to staff to allow authentic implementation of the interventions?</p>	<p>Once students complete the benchmark assessment in the fall, our Head of School, Director of Curriculum of Instruction, Associate Principals, and Math Coach will meet to discuss the results and plan out interventions for students with teachers.</p> <p>Grades 3-10 utilize Khan Academy as our main online math support program. Our DCI will work with teachers to input students RIT scores into Khan Academy using their “Mappers” platform. This platform will then suggest practice items to students to strengthen areas of concern that were identified on their assessment.</p>		
<p>Metrics <i>How will you measure your goal?</i></p>	<p>Percentage of students who hit their growth goal on the math section of their MAP assessment between fall and spring assessments.</p>		
<p>Targets <i>How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point. look at past trends, current performance, and comparative data to set target cut-points.</i></p>	<p>Category</p>	<p>Target</p>	<p>Rationale for the Target</p>
	<p>Exceeds</p>	<p>>60% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2023 MAP assessment</p>	<p>This would mean a majority of our students met their growth target</p>
	<p>Meets</p>	<p>50-59% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2023 MAP assessment</p>	<p>This would meet the outcome of at least 50% of our students meeting their growth targets</p>
	<p>Does Not Meet</p>	<p>35-49% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2023 MAP assessment</p>	<p>This would indicate that our interventions were unsuccessful for a majority of our students</p>

	<p>Falls Far Below</p>	<p><35% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2023 MAP assessment</p>	<p>This would indicate that our interventions are not correlated with the gaps identified by MAP and did not have a noticeable impact on most students' understanding of grade level standards</p>
<p>Assessment Details, Data Collection and Verification</p> <p><i>Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified if audited?</i></p>	<p>We believe that the NWEA MAP assessments is a strong national, norm referenced indicator of student proficiency and growth.</p> <p>Students will take their benchmark assessment in September. The test will be administered by their homeroom teacher.</p> <p>They will then take their “summative” assessment in the Spring to measure the growth that took place between the two measures.</p> <p>School academic staff (Director of Curriculum and Instruction and Math Coach) will be working with teachers to collect interim data to measure the effectiveness of the interventions that are driven by the benchmark data.</p>		
<p>Results Summary</p> <p><i>Provide a brief summary of results and evidence of assessment.</i></p>			

Academic - Lead Indicator Progress Monitoring Template

School Name: Spokane International Academy					
<p>Academic School Specific Goal: Of the students who score Lo Avg/Lo on their MAP math in Fall 2022, half of them will achieve their MAP Projected Growth Goals by the Spring 2023 testing session.</p>					
<p>Needs Area Identified: After reviewing state assessment and MAP data from 21-22, we decided to make a more concerted effort as a school to focus on math interventions at all grades.</p>					
<p>Leading Indicator Focus: Once students complete the benchmark assessment in the fall, our Head of School, Director of Curriculum of Instruction, Associate Principal and Math Coach will meet to discuss the results and plan out interventions for students with teachers.</p> <p>Grades 3-10 utilize Khan Academy as our main online math support program. Our DCI will work with teachers to input students RIT scores into Khan Academy using their "Mappers" beta platform. This platform will then suggest practice items to students to strengthen areas of concern that were identified on their assessment.</p>					
Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Assess all students on MAP	Director of Curriculum and Instruction; classroom teachers	MAP online testing platform	N/A	All students to take MAP assessment in Sept. 2022	MAP assessment student reports
Meeting to discuss student results	Head of School, Associate Principal, Director of Curriculum and Instruction and Math Coach	DCI has implemented MAP at previous school and will facilitate the meeting with resources used when implementing before.		Sept/Oct 2022	Intervention action plan generated

Work with teachers to input RIT scores in Khan Academy mappers platform	Director of Curriculum and Instruction; classroom teachers	Khan Academy Mappers guide	This will allow teachers to customize interventions for each student. Staff will be able to track student progress of completing these specific items on their Khan Academy plan and provide support as needed.	Sept/Oct 2022	
Regular check-in on student interventions and progress towards growth goals	Director of Curriculum and Instruction; classroom teachers		Scheduled, regular check-ins between SIA admin and grade levels to ensure students are progressing towards their intended growth goals.	Oct 2022-May 2023	Development of a tracking tool (to be completed by DCI and Math Coach)
Spring MAP Assessment	Director of Curriculum and Instruction; classroom teachers	MAP online testing platform	Students will complete the spring benchmark assessment to measure growth between assessment cycles	May 2023	“Summative” student results reported to staff and families
Development of student goals for Fall 2023	Head of School, Associate Principal, Director of Curriculum and Instruction and Math Coach		SIA admin will meet to discuss results from MAP testing and build goals for students/staff going into the 2023-24 school year.	May/June 2023	

School-Specific Goal – Organizational

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school’s framework should contain measures that are representative of your individual program. Applicable Legislation: [WAC 108-30-030](#) Please incorporate your school-specific goals on this form. For any questions, please contact Leslie Hayden, at Leslie.Hayden@k12.wa.us or 360-725-5511.

Organizational School Specific Goal (Indicator 6 of Organizational Performance Framework)	
School Mission	The mission of Spokane International Academy is to empower our students with the academic skills, habits of mind and global competence necessary to complete advanced courses in high school and a college degree in order to become leaders who can powerfully transform their communities.
School Vision	The mission of Spokane International Academy is realized through a world class educational experience that focuses on strong foundational skill development in an inquiry based environment that inspires students to learn more about the world. Our goal is that we develop the citizens necessary to create a more inclusive and global 21st century.
School Education Program Terms (Attachment 4 of Charter Contract)	<ol style="list-style-type: none"> 1. Global Competence: Students in Kindergarten - 5th grade study a different region of the world during each academic year (K - North America, 1st - South America, 2nd - Asia, 3rd - Oceania, 4th - Africa and 5th - Europe). Middle Academy students participate in a global perspectives course where they dig into larger concepts such as global politics, economy, geography, education, society and environment. High School students participate in 9th grade AP Human Geography and 10th grade AP Environmental Science and AP World History, all of which are deeply rooted in our mission. 2. Targeted Academic Interventions - Students participate in daily, targeted academic interventions based on data collected from multiple sources. Students are grouped according to ability to be challenged appropriately. 3. 21st Century Learning Environment - SIA is a 1:1 laptop environment. Students have access to appropriate technology throughout the day to support their academic growth and to instruct them in 21st century literacy skills (typing, coding, programming, etc.).

	<p>4. Inquiry-based instruction - Teachers incorporate inquiry-based practices to engage students in deep study and analysis of the content they are learning.</p>
<p>Student Profile – What make a student who matriculates from your program unique? Should be tied to Education Program Terms (attachment 4)</p>	<p>A student that graduates from SIA exhibits four unique qualities:</p> <ol style="list-style-type: none"> 1. <u>Informed consumers and users of language information and technology</u> - Demonstrates mastery of communication in both English and Spanish, presents information in an articulate fashion and evaluates sources of information for bias, validity and integrity 2. <u>Academically prepared</u> - Intellectually curious, ready to engage in advanced coursework as freshman in high school, demonstrates mathematical and scientific analysis, understands the use of arts and literature as a lens through which to view society and culture 3. <u>Leaders in the community</u> - Reflect on their roles and contributions as members of a team and appreciate the need for a diversity of contributions, consistently display our REACH values regardless of the context 4. <u>Utilizes a global perspective</u> - Know and understand world geography, understand the contributions of world cultures on the way of life in the United States, understands the historical development of contemporary beliefs and values.
<p>Organization Program Support Area Need – As determined through data review</p>	<p>The goals we would like to focus on this year is promoting the global competence aspect of our program. During the 2021-22 school year SIA hosted our first in-person international night since before the pandemic. During this event, 98% of our students participated/created an artifact to share. In previous years participation has been around 98-99%. Given the growth of the school over the past 2 years, and the inclusion of a large amount of new students due to that growth, we are targeting 95% participation, with the hopes that it will mirror past numbers.</p>
<p>Goal/ Lagging Indicator <i>What is the intended outcome?</i></p>	<p>The intended outcome is that all students are demonstrating an understanding of the region of focus (K-5) or global topic (6-10) they have been studying this year. This would be measured by having at least 95% of students demonstrate an understanding of their region of focus (K-5) or global topic (6-10) that they have been studying this year by participating in/presenting at International Night.</p>

<p>Goal Connection <i>Describe how the goal captures the school mission/vision/student profile/educational program terms.</i></p>	<p>Our school’s mission is deeply rooted in the idea that we are developing global citizens that are prepared to understand and work alongside others from different cultures, backgrounds, and parts of the world.</p>		
<p>Leading Indicator: What actionable steps (ex. interventions) will be put in place to directly influence the outcome of the goal? How will you provide supports to staff to allow authentic implementation of the interventions?</p>	<ol style="list-style-type: none"> 1. September 2022 – Students will begin their studies of their region/topic in their classroom. 2. October 2022 – May 2023 – Students will participate in a variety of activities including daily Spanish language/culture lessons, region explorations, topic discussions, social entrepreneurship activities, etc. to broaden their global worldview. 3. June 2023 – Students will present their learning in a variety of formats (depending on age and class) at our annual international night hosted at the school. 		
<p>Metrics <i>How will you measure your goal?</i></p>	<p>We will measure success by ensuring that more than 95% of our students are prepared to present their learning at international night.</p>		
<p>Targets <i>How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point. look at past trends, current performance, and comparative data to set target cut-points.</i></p>	<p>Category</p>	<p>Target</p>	<p>Rationale for the Target</p>
	<p>Meets</p>	<p>95% or more students participating in/presenting at Intl. Night</p>	<p>Demonstrates commitment to the growth as a global citizen</p>
	<p>Does Not Meet</p>	<p>Less than 95% students participating in/presenting at Intl. Night</p>	<p>Demonstrates a lack of commitment at classroom and/or individual student level</p>
<p>Assessment Details, Data Collection and Verification <i>Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified?</i></p>	<p>We will measure success towards this goal by assessing the number of students who are prepared to present about their region or topic at international night. Data will be collected informally throughout the year as classrooms share information to students and teachers discuss with the Head of School and/or Director of Curriculum and Instruction.</p>		

<p>Results Summary</p> <p><i>Provide a brief summary of results and evidence of assessment.</i></p>	
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Organization - Lead Indicator Progress Monitoring Template

School Name: Spokane International Academy					
Organization School Specific Goal: 95% or more students prepared to present on their global region/topic at international night					
Needs Area Identified: Ensure that the commitment to global worldview is still foundational at the school.					
Leading Indicator Focus: The school is reconnecting to our celebration of our global competence work with in-person international night exhibitions. We believe this will reenergize our community and bring back this work to the center of our school experience.					
Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Support Teachers	Director of Curriculum and Instruction, Head of School	Participate Learning, UN SDGs, other	Internal audit of available materials and training for teachers	October 2022	October 2022
Classroom Instruction	Classroom teachers	Dir. Curriculum and Instruction, Participate Learning, various sources	Structured planning with our DCI to ensure alignment across a grade level and vertically throughout the school	October 2022	May 2023
Students present at Intl. Night	Students, classroom teachers	N/A	90% of students prepared to present their learning	June 2023	June 2023

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SPOKANE INTERNATIONAL ACADEMY SAFE SCHOOL PLAN

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INTRODUCTION

Providing students with a safe, stable and welcoming environment that enables learning at the highest levels is a key component of the mission of Spokane International Academy. Spokane International Academy maintains the highest standards to guarantee the continuity of a safe environment at all times. Spokane International Academy has made preparation for unforeseen emergencies that could compromise the continuity of school safety among its highest priorities. Schools may be at risk of acts of violence, or natural or manmade disasters; emergencies in schools must be addressed in an expeditious and effective manner.

Below is the process used by Spokane International Academy in developing this School Safety Plan.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. PURPOSE

Spokane International Academy's Safe School Plan was developed in accordance with RCW 28A.320.125. At the direction of the superintendent of public instruction, the Board of Directors of Spokane International Academy appointed a School Safety Team and charged it with the development and maintenance of the Safe School Plan.

B. IDENTIFICATION OF SCHOOL TEAMS

Spokane International Academy has developed three emergency teams:

1. School Safety Team
 - Spokane International Academy (777 E. Magnesium)
 - Morgen Flowers, Principal
 - Nate Pelton, Associate Principal K-5
 - Mathias Sanders, Associate Principal 6-10
 - Nathan Lill, Director of Curriculum and Instruction
 - Russell Battiata, Director of Operations
 - Kelly Talkington, Office Manager
 - Jamie King, Office Assistant
 - Kelly Miller, Office Assistant
 - Local law enforcement officials

2. School Emergency Response Team
 - Spokane International Academy (777 E. Magnesium)
 - Morgen Flowers, Principal
 - Nate Pelton, Associate Principal K-5

- Mathias Sanders, Associate Principal 6-10
- Nathan Lill, Director of Curriculum and Instruction
- Russell Battiata, Director of Operations
- Kelly Talkington, Office Manager
- Jamie King, Office Assistant
- Kelly Miller, Office Assistant
- Local law enforcement officials
- Representatives from local, regional, and/or State emergency response agencies

3. Post-incident Response Team

- Travis Franklin, CEO
- Morgen Flowers, SIA Principal
- Nate Pelton, SIA Associate Principal K-5
- Mathias Sanders, SIA Associate Principal 6-10
- Russell Battiata, Director of Operations

The building level chain of command is:

- Spokane International Academy (777 E. Magnesium)
 - Morgen Flowers, Principal
 - Nate Pelton, Associate Principal K-5
 - Russell Batiatta, Director of Operations
 - Mathias Sanders, Associate Principal 6-10
 - Nathan Lill, Director of Curriculum and Instruction
 - Kelly Talkington, Office Manager
 - Sarah Brown, Office Assistant
 - Kelly Miller, Office Assistant
 - Representatives from local, regional, and/or State emergency response agencies

The roles of each team are as follows:

1. *School Safety Team.* Provides routine safety maintenance. Assists the Emergency Response Team in emergencies and manages student/school personnel participation in drills. Provides answers and explanations of safety plans to all school personnel and students. Responsible for assisting teachers during drills and evacuations.
2. *School Emergency Response Team.* Acts during emergencies to quickly and safely guarantee maximum safety to the student body, school personnel and facilities. Assists Principal as a liaison between school and outside emergency officials. Responsible for reporting to the Principal.
3. *Post-incident Response Team.* Organizes resources necessary for providing post-incident treatment to both school facilities and the student body. Promotes

mental health assistance, increased security and post-incident analysis. Devises methods to prevent future incidents and improve response infrastructure.

Personnel Training

Staff has received conflict resolution training through the school's professional development program and will receive additional training to deal with conflicts among young children throughout the year.

Procedures are also in place and have been practiced for calling 911 in case of any disruption or emergency. Anyone in the building is authorized to call 911 in an emergency, followed by a call to the Principal or his/her designees.

The Principal and Associate Principal will be certified on the Incident Command System.

Collaboration with Law Enforcement and Community Organizations

The administration of Spokane International Academy has a good working relationship with the Spokane County Sheriff's Office. The school also has good working relationships with local emergency response agencies and medical personnel.

Spokane International Academy will share the dates of all drills with appropriate emergency management agencies prior to the start of the school year in order to coordinate efforts. Agencies will be invited to participate/attend and provide feedback.

Collaboration with Local Government Officials

Spokane International Academy maintains regular contact with authorizers and other local government officials to ensure that school administration remains informed of all applicable laws and regulations, and any changes that occur. For additional advice and information, school administration will contact relevant officials by looking up the appropriate number. In the event of an emergency, if more immediate assistance is needed, the Principal or his/her designee will call **911** and provide specific information about the emergency.

C. CONCEPT OF OPERATIONS

1. The initial response to all emergencies at Spokane International Academy will be by the School Emergency Response Team.
2. Upon the activation of the School Emergency Response Team, the Principal of Spokane International Academy or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
3. Efforts may be supplemented by county and state resources through existing protocols.

D. PLAN REVIEW

This plan will be reviewed periodically during the year and will be maintained by the School Safety Team. The plan will be reviewed and updated in collaboration with local emergency response agencies. Required annual review will be completed on or before August 1.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

In accordance with establishing procedures for reducing the risk of violence as well as implementing programs and activities for prevention of violence, and establishing clear descriptions of actions that will be taken in the event of a violent incident or other school emergency, Spokane International Academy has assigned team members and specific duties in the case of an emergency.

A. PREVENTION/INTERVENTION STRATEGIES

School Environment

Accomplishing Spokane International Academy's mission requires maintaining a safe and positive learning environment for teachers and students. A safe learning environment is at the very core of Spokane International Academy's school culture. Teachers are trained in school safety and conflict mediation through professional development programs. Spokane International Academy teachers model appropriate behavior and teach character and values as part of daily instruction during our school day (8:00 a.m. – 3:15 p.m.). The school community plays no small part in maintaining a safe and positive learning environment, with active participation in school-wide events and participation in the Community Advisory Team. The school coordinates mentoring programs and ensures that any incidents that may endanger school safety are dealt with effectively and expediently. This includes any threat, implied or direct.

Spokane International Academy defines a threat as any person or situation that may endanger students, teachers, staff, or any member of the school community, either directly or indirectly.

Communication with Students and Parents

Every day, students will have an advisory/homeroom time, during which students are given an opportunity to express their thoughts and concerns. Positive community relationships are forged through required parent involvement in curricular and extracurricular events and activities. Parents are also given outlets to voice their thoughts and concerns through the Community Advisory Team and through parent surveys distributed during the year.

Awareness and Early Detection of Potentially Violent Behaviors

Spokane International Academy staff is trained to detect potentially violent behaviors during regular staff professional development days. Information related to detection is disseminated

to families during the enrollment process, and also at regular Community Advisory Team meetings. Clear expectations and information are provided to all students throughout the school year.

Building Personnel Training

Training for emergency teams and safety officers, including de-escalation training, will be conducted as determined in the district-wide plan. Additional training will be provided to all personnel acting in a school security capacity in the building. This training will include:

1. AED/CPR training for designated personnel
2. Fire Safety training
3. Use of Emergency technology and communication tools tutorials
4. Building tour of exits/potential emergency spaces/location of first-aid tools.

B. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

1. Spokane International Academy
 - a. Main Stairwell
 - b. Red Stairwell
 - c. Blue Stairwell
 - d. Outside Play Area (behind bus loop)
 - e. Cafeteria
 - f. Restrooms
 - g. Classroom windows
 - h. Elevator
 - i. Staff Parking Lot
 - j. Bus Loop

SECTION III: RESPONSE

To best aid both school personnel and law enforcement officials with how to proceed in the event of an emergency, Spokane International Academy has assigned key school personnel specific responsibilities to guarantee the continuity of operations during an emergency as well as guidelines for specific emergencies and hazards, evacuation procedures, and crime scene security.

A. ASSIGNMENT OF RESPONSIBILITIES

Chain of Command:

- Spokane International Academy (777 E. Magnesium)
 - Morgen Flowers, Principal
 - Nate Pelton, Associate Principal K-5

- Mathias Sanders, Associate Principal 6-10
- Nathan Lill, Director of Curriculum and Instruction
- Russell Battiata, Director of Operations
- Kelly Talkington, Office Manager
- Sarah Brown, Office Assistant
- Kelly Miller, Office Assistant
- Representatives from local, regional, and/or State emergency response agencies

B. CONTINUITY OF OPERATIONS

1. In the event of an emergency, the Principal or his/her designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of a local emergency response agency.
2. After relinquishing command, the Principal or his/her designee may be asked to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency.
3. The school has established a chain of command to ensure continuity of operations. The building level chain of command is:

- Spokane International Academy (777 E. Magnesium)

- Morgen Flowers, Principal
- Nate Pelton, Associate Principal
- Mathias Sanders, Associate Principal
- Nathan Lill, Director of Curriculum and Instruction
- Russ Battiata, Director of Operations
- Kelly Talkington, Office Manager
- Representatives from local, regional, and/or State emergency response agencies

C. NOTIFICATION AND ACTIVATION

During an emergency Internal and External communication systems will be used in the following ways:

1. The Internal PA Speaker System will be used to communicate with large groups of students in the event of an emergency or disaster.
2. The report of an incident or a hazard's development will be reported to the Principal or his/her designee as soon as possible following its detection.
3. In the event of an emergency, the Principal or his/her designee will notify all building occupants to take the appropriate protective action.
4. In the event of a violent incident or any other emergency-related early dismissal, the Principal or his/her designee will contact parents/guardians or persons in parental relation to the students. Parents will be contacted via mass email, Bloomz message or bulletin board post on the school's website. Additionally, master lists of parent contacts and emergency contacts are kept in the Main Office and in each of the classrooms.

5. Further district notification procedures will be addressed as outlined in the district-wide plan.

D. HAZARD GUIDELINES

The School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. This section of the school safety plan could be used to describe building-specific guidelines that could include the following types of emergencies:

Threats of Violence

Intruder

If an intruder is discovered in the building, the Internal PA Speaker System will be used to notify the faculty of the hazard. An announcement will be made to signal a lockdown.

The nearest classroom phone will be used to contact the main office of the school to initiate a building wide announcement.

In response to this announcement the following steps will be taken immediately:

1. Any students in the hallway will be taken into the nearest classroom. If the event occurs during lunch or during arrival, if the lunch room can be secured, then cafeteria doors will be locked and students and staff shall remain inside until the all clear announcement is issued. If the cafeteria cannot be secured, faculty and staff supervising the arrival or cafeteria will immediately direct all students to the nearest classroom(s) and lock the door.
1. All teachers will lock their classroom doors and will not allow students to leave.
2. The School Emergency Response Team will conduct a building sweep to locate the intruder and/or call 911.
3. If the intruder is found and the situation is stable or **NO** intruder is found an **ALL CLEAR** signal will be made via an announcement over the Internal PA Speaker System.

In the event that the Building phone system is inoperative the following procedure will be in effect: The Emergency Response Team will notify the teachers that the intruder has left the building.

Hostage

1. Notification to Principal or his/her designee and the Police Department.
2. Follow the "Intruder Procedure" as outlined in the School Safety Plan.
3. Decision to evacuate is made by the Principal in consultation with the Police Department.
4. Evacuate the premises following Egress Route(s) outlined in the School Safety Plan.
5. Floor Plans are to be readily available in the Office and Classrooms.
6. Identify means of communication with Perpetrator(s) via telephone, PAS Phone or PA system.

7. If the building cannot be re-entered, evacuated students and staff with attendance information are to be sent to the Evacuation location as identified in the Safety Plan.
8. Identify location, number and extent of injured. If possible retrieve the pedigree of victims with home contact numbers and make notifications as necessary.
9. Principal and/or designee will notify respective Supervisors and arriving agencies, with pertinent and vital information.
10. If building cannot be re-entered the Principal or designee will contact parents/guardians via recorded call, mass text message, and/or mass email to arrange for early pick-up times for students needing to go home.

Explosive/Bomb Threat

1. If a suspicious package is observed. DO NOT TOUCH.
2. Notification to Principal or his/her designee
3. Decision to evacuate is made by Principal in consultation with the Police and Fire Departments.
4. An announcement over the Internal PA Speaker System will notify staff of the need to evacuate.
5. No transmissions to 911 via radio (walkie talkie) or Cell/Mobile Telephone. All notifications must be made by regular landlines.
6. Identify location, number and extent of injured. If possible retrieve the pedigree of victims with home contact numbers and make notification as necessary.
7. If the building cannot be re-entered, evacuated students and staff are to be sent to School across the street with attendance information as prescribed in the School Safety Plan.
8. No one is to re-enter the building/affected area without authorization from the appropriate agency.
9. If building cannot be re-entered the Principal or his/her designee will contact parents/guardians via recorded call, mass text message, and/or mass email to arrange for early pick-up times for students needing to go home.

Hazardous Material

1. Notification to Principal or his/her designee
2. Decision to evacuate is made by the Principal in consultation with the Fire Department.
3. An announcement over the Internal PA Speaker System will be used to notify staff of the need to evacuate
4. Identify location, number and extent of injured. If possible retrieve the pedigree of victims with home contact numbers and make notifications as necessary.
5. No one is to re-enter the building/affected area without authorization from the appropriate agency.
6. If building cannot be re-entered the Principal or his/her designee will contact parents/guardians via recorded call, mass text message, and/or mass email to arrange for early pick-up times for students needing to go home.

Shooting

1. Call 911 and notify the Principal or his/her designee.

2. Follow the "Intruder Procedure" as outlined in the School Safety Plan.
3. Decision to evacuate is made by the Principal in consultation with the Police Department.
4. Evacuate the premises following Egress Route(s) outlined in the School Safety Plan.
5. Evacuated students and staff with attendance information are to be sent to the Evacuation location as identified in the School Safety Plan if the building cannot be re-entered.
6. Floor Plans are to be readily available in the Office and Classrooms.
7. Identify means of communication with Perpetrator(s) via telephone, PAS Phone or PA system.
8. Identify location of shooter(s). If possible identify the number and names of shooter(s). If possible retrieve the pedigree of shooter(s) with home contact numbers.
9. Identify location, number and extent of injured. If possible retrieve the pedigree of victims with home contact numbers and make notifications as necessary.
10. Principal will notify respective Supervisors and arriving agencies, with pertinent and vital information.
11. If building cannot be re-entered the Principal or his/her designee will contact parents/guardians via mass email or Bloomz to arrange for early pick-up times for students needing to go home.

Kidnapping

1. Check the Emergency Contact card to ensure that only the legal guardian is taking the student out of the building.
2. Notification to Principal or his/her designee.
3. Make parental/guardian contact to ensure that the student is not with relatives or friends.
4. Follow the "Intruder Procedure" as outlined in the School Safety Plan.
5. Check attendance information for the student who is reported kidnapped.
6. Principal will notify respective Supervisors and arriving agencies, with pertinent and vital information.
7. Contact the Police Department with information.

Implied or Direct Threats of Violence

All threats of violence are taken seriously at Spokane International Academy. Threats of violence from children will be reported to the parent, police and/or Child Protective Services (CPS) based on the situation and appropriateness as determined by the Principal, Dean of Student Success or Principal. The Principal will take appropriate follow up actions. Threats of violence from adults will be reported to the police.

Fire Emergency

1. The Principal or his/her designee should implement the fire evacuation plan immediately.
2. Call the Fire Department IMMEDIATELY (911).

3. Principal will notify respective Supervisors and arriving agencies, with pertinent and vital information.
4. Identify location, number and extent of injured. If possible retrieve the pedigree of victims with home contact numbers and make notifications as necessary.
5. No one is to re-enter the building/affected area without authorization from the appropriate agency.
6. If the building cannot be re-entered, evacuated students and staff with attendance information are to be sent to the Evacuation Location as identified in the Safety Plan.
7. If building cannot be re-entered the Principal or his/her designee will contact parents/guardians via recorded call, mass text message, and/or mass email to arrange for early pick-up times for students needing to go home.

E. DRILLS

Fire Drills

1. Purpose.
The Purpose of fire drills is to instruct and train students and staff in emergency evacuation procedures so that they might leave the school building in the shortest time possible and without panic in the event of an actual emergency. On hearing the emergency evacuation signal, pupils under the leadership of teachers and other staff must exit the building without delay.
2. Frequency and Monitoring
 - a. As required by law the school shall hold fire drills NO LESS THAN 3 times in each school year. In buildings in which summer school is conducted, at least two additional drills shall be conducted, one of which shall be held the first week of summer school.
 - b. A record and evaluation of each fire drill shall be maintained.

Lockdown Drills

1. Purpose.
The purpose of lockdown drills is to instruct and train students and staff in the emergency procedures so that if an intruder enters the building they will know what actions to take without panicking in the event of an actual emergency. On hearing the intruder alert signal, a notification over the PA system, students under the leadership staff must go to the safety triangle and sit on the ground without delay. Staff must immediately lock their doors and cover the windows on their doors.
2. Frequency and Monitoring
 - a. The school shall hold a minimum of one drill per school year.

Lockout Drills

1. Purpose.

The purpose of lockout drills is to instruct and train students and staff in emergency procedures so that if they are prevented from entering the building for an extended period of time they will know what actions to take without panicking in the event of an actual emergency. Lock out drills will be practiced in tandem with fire drills because both drills require students and staff to follow emergency evacuation procedures.

2. Frequency and Monitoring. Same as fire drills.

Shelter-in-Place Drills

1. Purpose.

The purpose of shelter-in-place drills is to instruct and train students and staff in emergency procedures so that if they are prevented from leaving the room for an extended period of time they will know what actions to take without panicking in the event of an actual emergency. Shelter-in-place drills will be practiced in the classrooms with students and staff moving away from the windows. In the case of a real emergency, local law enforcement/public safety officials will make the determination that staff and students should remain inside during the disaster.

1. Frequency and Monitoring.
 - a. The school shall hold a minimum of one drill per school year.

Tentative Drill Schedule

Day	Time	Drill Type
Thursday, September 8	9:30AM	Fire Drill
Thursday, September 15	9:30am	Fire Drill
Thursday, October 13	2:00pm	Fire Drill
Thursday, October 20	10:20AM	Great Washington ShakeOut (Earthquake Drill)
Tuesday, November 15	2:00PM	Lockdown Drill
Wednesday, December 7	10:00AM	Shelter-in-Place Drill
Tuesday, January 24	1:00pm	Modified Lockdown Drill
Thursday, February 24	9:00AM	Lockdown Drill
Thursday, April 20	1:45PM	Fire Drill

F. EMERGENCY EVACUATIONS

Emergency Evacuation Overview

1. All students and staff must be evacuated and the alarm sounded when an emergency arises or is suspected. The decision must be made immediately; investigation of the emergency should be made after everyone has safely left the building.
2. Teachers and all other school staff should receive an orientation session concerning fire safety. Orientation should be held at the beginning of the school year. This meeting should be devoted to fire safety and an actual demonstration of fire-fighting equipment should be included. Items to be covered at the meeting should include, but need not be limited to, the following:
 - a. Staff should familiarize themselves and be aware of methods of transmitting an alarm, including telephones, fire alarm boxes in the school building, and street fire alarm boxes. Pull lever stations for the interior alarms are at various locations in the school building (generally near stairs or exits) these interior alarms do not transmit a signal to the Fire Department.
 - b. Staff should be aware of the location and proper use of fire extinguishers and other fire-fighting apparatus. The Principal must be certain that all school personnel know the location of the fire alarm signal boxes located in the school and know how to operate them
 - c. Staff should be informed of regulations regarding flammable materials, stage settings, decorations, use of electrical equipment, chemical substances in laboratories, and other potential fire hazards.
 - d. All school staff and students should be completely familiar with fire exit drills and evacuation plans.
1. Building inspections shall be conducted daily by the Custodian, with particular attention given to the presence of fire hazards, proper equipment, access to fire doors and visibility of signs.
2. All exit doors must be readily openable from the inside whenever the building is occupied. The chaining or padlocking of fire doors is a punishable violation.
3. Signs prohibiting use of elevators during fire drills and emergencies shall be posted near elevators and shall provide information regarding stairway exits.

Evacuation Procedures

Evacuation during and after school hours (including security during evacuation),

Internal:

1. Teachers will line up students in the classroom (counting each student as time permits).
2. Students will exit the classroom following the teacher.

3. Teachers will lead students down the hall toward the nearest exit.
4. Teachers will lead students out of the building to their predetermined meeting location.

External:

1. Teachers will walk around the building to either the parking lot or play yard.
2. Once outside, the teacher will take count of present students.
3. Principal or designee will verify the final count for each teacher with a class list.

Evacuation before Class Begins (during arrival)

1. Office Manager shall maintain a complete, school-wide attendance list, by class, in the school cafeteria along with a box of pens sufficient to give one to each teacher.
2. If evacuation is necessitated while students are still arriving and before they have gone up to their classrooms, all teachers shall gather their classes and all staff and students shall immediately evacuate to their designated evacuation point outside the building.
3. The Office Manager will distribute the attendance lists to the teachers as they exit the building and proceed to their designated location.
4. In the event that the building is not obviously unsafe, the Office Manager will remain as near to the building entrance as is safe and will direct parents to their child's teachers and instruct them to check in their children.
5. Teachers will be responsible for checking in the arriving students to ensure they have a clear accounting of the students in their care.
6. Proceed as with standard evacuation plan during school hours.

Off-site Evacuation Locations

If the school is evacuated and it is determined that the building cannot be re-entered, students and staff will be alerted by the Emergency Response Team. Then all students and staff will go to the primary site (staff told site by the Emergency Response Team). If it is an emergency that affects the school's entire neighborhood or a larger area, the primary or secondary location may be rendered unusable. In such cases, the "out of area" location should be used.

Primary Location: Tender Care Day Care: 633 E. Magnesium Rd., Spokane WA 99208

Secondary Location: Shiloh Hills Elementary School: 505 E Stonewall Ave, Spokane, WA 99208

Evacuation routes (internal & external):

Spokane International Academy utilizes all three floors of its main building. Each floor has exit routes at egress. On the first floor, staff and students have access to emergency exit routes in the main hallway, as well as an exit route out of the cafeteria and an exit by the loading dock. On the second floor, teachers have access to the main door as well as the door leading into the staff parking lot. On the third floor, staff will exit via the "Red" stairs or the "Blue" stairs down to the second floor and out of the building. If the nature of the incident prevents students from safely reaching the nearest exit and/or stairwell, they will exit the building through a route determined by their teacher and School Safety Team.

Shelter-in-place sites (internal & external):

1. In the hallway away from glass.
2. In an area that is isolated and where ventilation can be turned off, if needed.
3. Or an area that is lower than the first floor and away from the main entrance of your school.

Procedures for addressing medical needs:

1. An on-site certified CPR personnel will be available to assist in medical emergencies.
2. Teacher/School personnel will notify trained, in-school personnel when medical assistance is required.
3. If the situation requires outside assistance (ambulance, doctor treatment). The teacher or school personnel will simultaneously contact in-school medical assistance and external medical resources.

Transportation

Transportation to and from the school will be provided by the students' parents/guardians, any individual designated by the students' parents/guardians, or by school bus. In the event of an early dismissal due to an emergency, the school will coordinate plans with the bus transportation company. Depending on severity of emergency, bus staging areas will either remain the same or move down the street.

Emergency notification of persons in parental relation to the students:

1. The Teacher or Medical personnel will update the Principal.
2. The Principal or his/her designee will contact all pertinent persons in parental relation to students via recorded call, mass text message, and/or mass email.

G. SECURITY OF CRIME SCENE

The Principal or his/her designee is responsible for crime scene security until relieved by law enforcement officials. The Principal or his/her designee is also responsible for maintaining integrity of the crime scene as well as immediately notifying all pertinent law enforcement and medical/safety officials of any incident involving a crime scene.

No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.

Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

SECTION IV: RECOVERY

Spokane International Academy will maintain the coordination of the School Safety Plan with the statewide plan for disaster mental health services to assure that schools have access to federal, state and local mental health resources in the event of a violent incident.

The Safe School Plan will be coordinated with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident.

The building's Post-incident Response Team has developed the following procedures and services for dealing with post-incident response:

Short term actions:

1. Mental health counseling (students and staff)
2. Building security
3. Facility restoration
4. Post-incident response critique
5. Immediate assessment of the school's vulnerabilities preceding the incident.

Long term actions:

1. Mental health counseling (monitor for post-traumatic stress behavior)
2. Increase Building security personnel
3. Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
4. Evaluation of improvements to potential vulnerabilities.

APPENDIX 1 – INFORMATION ABOUT SPOKANE INTERNATIONAL ACADEMY

Spokane International Academy Total Enrollment (As of August 2022) : 755 students

- Kindergarten – 96 Students
- 1st Grade – 96 Students
- 2nd Grade - 96 Students
- 3rd Grade - 96 Students
- 4th Grade- 72 Students
- 5th Grade- 72 Students
- 6th Grade – 72 Students
- 7th Grade - 60 Students
- 8th Grade - 45 Students
- 9th Grade - 29 Students
- 10th Grade -11 Students

Spokane International Academy Staff Members (As of August 2022):

- Teachers – 43
- Instructional Assistants – 20
- Kitchen Staff-4
- Special Education teachers – 3
- Administration – 5
- Office Staff - 5

Transportation

Transportation to and from the school will be provided by the students’ parents/guardians, any individual designated by the students’ parents/guardians, or by school bus.

Contacts

Staff & Leadership

Cell Phone

Travis Franklin (Chief Executive Officer)	509-993-6892
Brook Wilkerson (Chief Operations Officer)	509-475-6153
Morgen Flowers (Head of School/ K-9 Principal)	(509) 842-6687
Nate Pelton (K-5 Associate Principal)	(509) 688-4192
Mathias Sanders (6-10 Associate Principal)	(509) 900-7481

APPENDIX 2 – COMMUNITY RESOURCES

- | | |
|---|----------------------|
| 1. Emergency | 911 |
| 2. Non-Emergency Dispatch | 509-242-8477 |
| 3. Police Departments | |
| a. City of Spokane | 509-625-4100 |
| b. Crime Check | 509-456-2233 |
| 4. City of Spokane Fire Department—Station 18 | 509-625-7118 |
| 5. Tender Care Day Care Center | 509-467-5536 |
| 6. Harlow’s Transportation- Lucas Madison | 509-321-5455(Office) |
| 7. Spokane Public Schools Dept. of Innovation | 509-354-7353 |

APPENDIX 3 – RESOURCES AVAILABLE DURING AN EMERGENCY

Communication Resources

All teachers have access to:

- School-issued laptops
- Personal cell phones
- Radios
- Walkie-talkies

Additional Equipment

- AED Machine (Automated External Defibrillator)
- Epi-pens
- Inhalers
- First Aid Kits (Gauze, Bandages, Cold Packs, Alcohol Pads, Antibiotic Ointment)
- Flashlights
- Portable Eye Wash Station

Coversheet

Board Presentation

Section: V. Staff Updates
Item: A. Board Presentation
Purpose: FYI
Submitted by:
Related Material: 5. January 2023 Board Presentation.pdf



January 2023 Board Meeting

SIA Mission Statement

Spokane International Academy empowers its students with the *academic skills, habits of mind,* and *global competence* necessary to complete advanced courses in high school, and a college degree, in order to become leaders who can powerfully transform their communities.

MEETING AGENDA

- Consent Agenda (Previous minutes, financials, resolutions)
- Public Comment
- Staff Update - Enrollment for 23-24
- Governance
- Strategic Planning - Job Descriptions
- Executive Session

CONSENT AGENDA

- Previous Minutes
- Monthly AP/payroll
- Monthly Enrollment
- Budget status
- Resolutions - Out of Endorsement Teachers

Public Comment

Public Participation During Meetings

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. The Chair is responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented and the suitability of the time for a presentation.

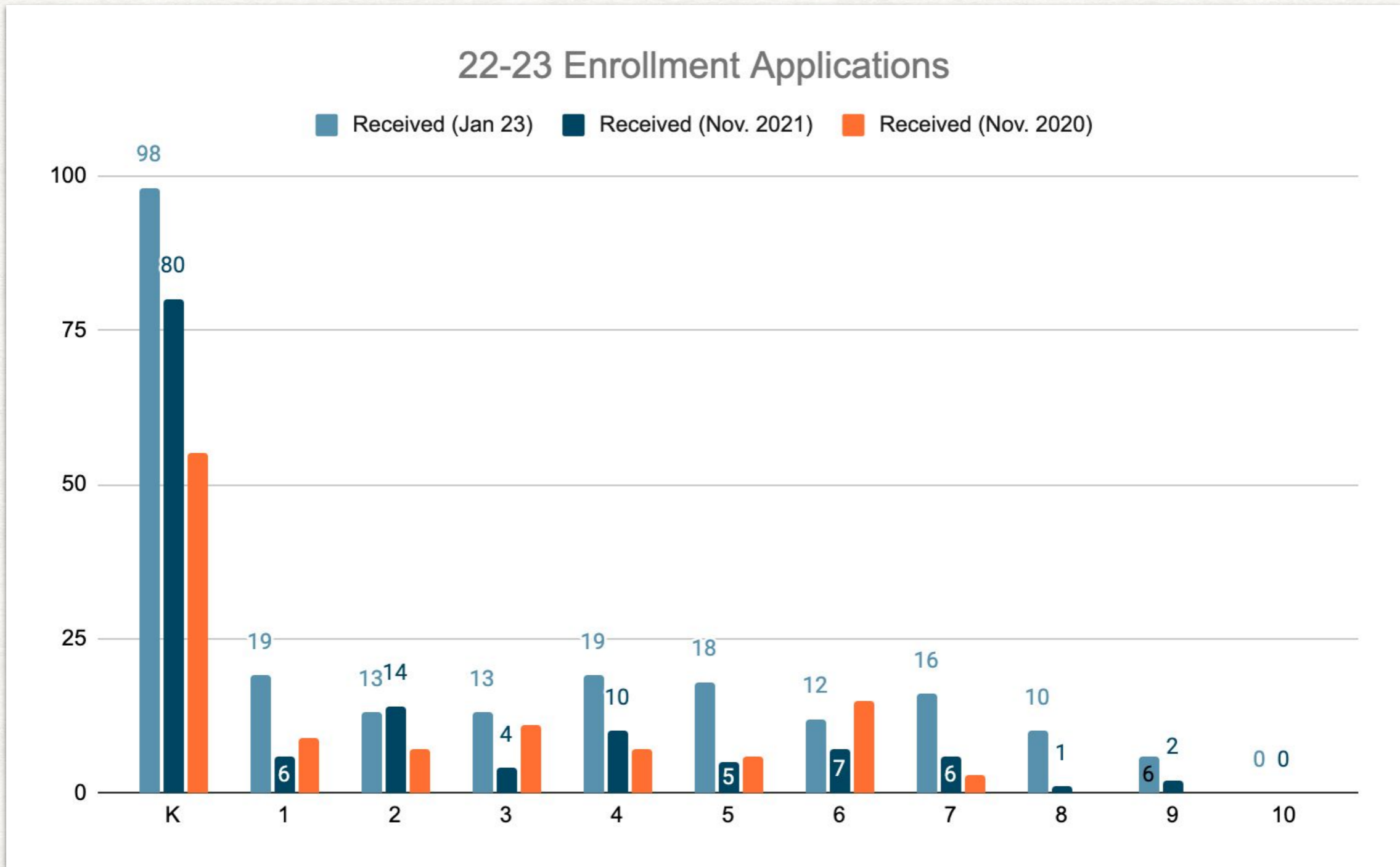
In order to assist the Board in its orderly conduct of the meeting, individuals wishing to be heard by the Board shall have the opportunity to state their name, address, and the topic they wish to speak to, either in writing at the beginning of the meeting, and/or verbally at the time the topic is addressed on the agenda, and before the Board takes action on such item. Individuals, after identifying themselves, will address the Board and proceed to make their comments as briefly as the subject permits.

The Board will not entertain oral complaints about school personnel. A member of the public wishing to make such a complaint shall do so in writing to the Board Chair who shall follow the school's adopted conflict resolution policy. The Chair may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, or irrelevant.

The Board as a whole shall have the final decision in determining the appropriateness of all such rulings.

STAFF UPDATE

Staff Update - Enrollment for 23-24



- Received 223 applications as of 1/24/23

GOVERNANCE

Governance

- Board Meeting - Dates and Times
- VOTE on New/Returning Member:
 - Nancy Cunningham

STRATEGIC PLANNING

Strategic Planning

- Job Descriptions 23-24
- Head of School, COO, CFO

EXECUTIVE SESSION

Executive Session

- Discuss the performance of a public employee

ADJOURN MEETING