



Spokane International Academy

September Regular Board Meeting

Virtual

Published on September 26, 2023 at 7:55 AM PDT

Date and Time

Tuesday September 26, 2023 at 11:30 AM PDT

Location

<https://us06web.zoom.us/j/86362450133?pwd=JBhYaTFYQLHpcXqpBClc3tQuKzVblp.1>

Agenda

	Purpose	Presenter	Time
I. Spokane International Academy 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.			
II. Opening Items			11:30 AM
A. Record Attendance			1 m
B. Call the Meeting to Order			
III. Consent Agenda			11:31 AM

	Purpose	Presenter	Time
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 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	Vote	Mary Velazquez	1 m
B.	Monthly Financials	Vote		1 m

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 15982 through 16003, Direct Deposit Number 900005440 through 900005517 totaling \$688,487.09
- August End of Month AP (special run#2): General Warrant Numbers 15917 through 15917 totaling \$13,141.00
- August End of Month AP (special run#3): General Warrant Numbers 15919 through 15921 totaling \$92,555.48
- Mid-Month AP: General Warrant Numbers 15922 through 15938 totaling \$86,872.85
- End of Month AP: General Warrant Numbers 15939 through 15981 totaling \$191,758.14
- Wire/ACH AP: Totaling \$3,549.42
- Private checks: \$1,251.41

See also the attached notes for AP and Payroll expenditure explanation

C.	Policies and Procedures to Review and Approve - NEWTech Agreement for 11th Grade	Vote	Morgen Flowers- Washington	5 m
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Requires Board approval and signature.

	Purpose	Presenter	Time
D. Policies and Procedures to Review and Approve - School Specific Goals	Vote		1 m
E. Policies and Procedures to Review and Approve - Toileting Policy	Discuss		1 m
F. Policies and Procedures to Review and Approve - Family Handbook Revisions to the family handbook: 1. Open Campus for 11th Graders 2. Discipline Policy 3. High School program			1 m

IV. Public Comment**V. Staff Updates****11:41 AM**

A. Staffing	FYI	Morgen Flowers-Washington	5 m
Morgen to update the Board on the status of new hires for the 23/24 school year			
B. CSGF Conference	FYI	Morgen Flowers-Washington	5 m
October 9-11			
C. Relay GSE	FYI	Morgen Flowers-Washington	5 m
October 12-14			
D. Enrollment: Projected vs. Actual	Discuss	Brook Wilkerson	5 m

VI. Governance**12:01 PM**

A. Board Compliance: OPMA	Discuss		
https://sao.wa.gov/the-audit-connection-blog/new-opma-materials-help-local-governments-navigate-recent-changes?utm_source=email&utm_medium=OPMA-guide			
https://apps.leg.wa.gov/RCW/default.aspx?cite=42.30			

	Purpose	Presenter	Time
B. F1 Disclosure Requirement			1 m
All new board members are required to complete F1 Financial Affairs Disclosure with the Public Disclosure Commission as part of serving on a public school board. This must be completed annually by all board members by April 1 https://pdc.wa.gov/registration-reporting/forms-reports-directory Scroll down to F-1 Personal Financial Affairs Statement			
C. Committees	Discuss	Mary Velazquez	10 m
Establishing Committees for 23/24 1. Governance (to include Head of School Support and Eval, Strategic Planning) 2. Finance 3. Academic Excellence 4. Facilities 5. Diversity, Equity, and Inclusion 6. Development / Foundation			
D. Committee Reporting Calendar	FYI	Mary Velazquez	1 m
Governance Committee will report in October Remainder of calendar to be determined after committee formation and will be reported at October regular board meeting			
E. Required Training			
https://wssda.org/leadership-development/commitment-to-educational-equity/			
VII. New Business			12:13 PM
A. Fundraiser: McTeacher Night	FYI		5 m
October 18, 5:00 pm-7:00 pm, Shadle location			
B. Fundraiser: Panda Express Night			5 m
September 28, 10:00am-11:00pm 2223 W. Wellesley Rd Space A Spokane WA 99205			
C. Invitation to Staff Meetings & School Events			5 m

	Purpose	Presenter	Time
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VIII. Other Business

IX. Closing Items

A. Adjourn Meeting	Vote		
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Coversheet

Approve Previous Minutes

Section:	III. Consent Agenda
Item:	A. Approve Previous Minutes
Purpose:	Vote
Submitted by:	
Related Material:	2023_08_22_board_meeting_minutes.pdf 2023_08_22_Annual Retreat_minutes.pdf

DRAFT



Spokane International Academy

Minutes

August Regular Meeting of the Board

Date and Time

Tuesday August 22, 2023 at 12:00 PM

Location

Spokane International Academy

777 E Magnesium Rd

Spokane WA 99208

Directors Present

Bob Castle, Cassie Anderson, Guillermo Espinosa, Jeff Hyslop, Ken Vorhees, Mary Velazquez, Matthew Hoag, Nancy Cunningham, Stacy Hill

Directors Absent

John Pell

Guests Present

Heather Dauphin, Morgen Flowers-Washington, Myra Keast, Nate Pelton

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 Aug 22, 2023 at 12:11 PM.

II. Consent Agenda

A. Approve Previous Minutes

Matthew Hoag made a motion to approve the minutes from July Regular Meeting of the Board on 07-25-23.

Jeff Hyslop seconded the motion.

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

B. Monthly Financials

Matthew Hoag made a motion to approve the consent agenda.

Jeff Hyslop seconded the motion.

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

C. Budget Status/Enrollment Number/Quarterly Reports

D. Policies/Procedures to Review/Approve

III. Staff Updates

A. HOS Goals for 23/24 School Year

Matthew Hoag made a motion to approve Morgen's Head of School goals as submitted.

Nancy Cunningham seconded the motion.

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

B. Staffing Update

Morgen updated the board on the hiring status of key positions for the 23/24 school year, including Karen McGee as Director of Curriculum, Rick Hanson as IT Manager, and Myra Keast as Executive Assistant. Morgen also informed the board that Heather Dauphin has resigned as CFO. Heather's last day with SIA will be September 8th. SIA is still looking to hire two custodians and a school psychologist.

C. Enrollment Update

Morgen and Nate Pelton updated the board on the current expected student enrollment for the start of the school year on September 5th.

IV. Governance

A. Election of Officers for 23/24 school year

Ken Vorhees made a motion to approve the slate of officers nominated.

Matthew Hoag seconded the motion.

Officer Nominations:

Mary Velazquez - President/Chair

Jeff Hyslop - Vice President/Vice Chair

Treasurer - Matt Hoag

Secretary - Stacy Hill

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

B. Board Meeting Schedule for 23/24 School Year

After some discussion, the board agreed to the following schedule of monthly board meetings for the 23/24 school year:

Tues Sept 26, 2023 @ 11:30 am via zoom

Tues Oct 24, 2023 @ 4:30 pm in person, with a zoom option

Tues Nov 28, 2023 @ 11:30 am via zoom

Tues Dec 26, 2023 @ 4:30 pm in person with zoom option (subject to change due to holiday schedule)

Tues Jan 23, 2024 @ 11:30 am via zoom

Tues Feb 27, 2024 @ 4:30 pm in person with a zoom option

Tues Mar 26, 2024 @ 11:30 am via zoom

Tues Apr 23, 2024 @ 4:30 pm in person with a zoom option

Tues May 28, 2024 @ 11:30 am via zoom

Tues June 25, 2024 @ 4:30 pm in person with a zoom option

Tues July 23, 2024 @ 11:30 am via zoom

Tues Aug 27, 2024 @ 4:30 pm in person with a zoom option

Mary reminded the board members that they are strongly encouraged to attend the scheduled "in person" board meetings in person, and that the zoom option is only to be used if a member is out of town or has a sudden emergency or illness.

Morgen informed the board members that background checks are required annually. Nate facilitated compliance by all members present prior to the close of the meeting.

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 12:44 PM.

Respectfully Submitted,

Stacy Hill

Documents used during the meeting

- DRAFT23.24Financial Policies and Procedures .pdf
 - EDITS COPY of SIA Employee Handbook (for 23-24).pdf
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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.

DRAFT



Spokane International Academy

Minutes

Annual Retreat of the Board

Date and Time

Tuesday August 22, 2023 at 1:00 PM

Location

Spokane International Academy
777 E Magnesium Road
Spokane, WA 99208

Directors Present

Cassie Anderson, Guillermo Espinosa, Jeff Hyslop, Ken Vorhees, Mary Velazquez, Matthew Hoag, Nancy Cunningham, Stacy Hill

Directors Absent

Bob Castle, John Pell

Guests Present

Morgen Flowers-Washington

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 Aug 22, 2023 at 1:00 PM.

II. Governance

A. Retreat

The board engaged in a four hour session to reflect on where SIA has been, the current state of affairs at SIA, and to plan for the 23/24 school year.

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 4:55 PM.

Respectfully Submitted,
Stacy Hill

Contacting the Board

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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-Sep.pdf Sep Payroll 2023-final.pdf Aug EOM AP 2023 #2.pdf Aug EOM AP 2023 #3.pdf Sep mid AP 2023.pdf Sep EOM AP 2023.pdf Wire register 09.23.pdf Private ck register 9.23.pdf

Additional notes for Accounts Payable –

Recurring Monthly Bills-

Amazon \$11,331.81 curriculum/supplies (\$7,422.67-CSP grant-Accrual)
Avista \$10,927.86 services for Electricity
Rodney, Braun \$4,437.22 Rent for Home office
City of Spokane \$2,919.11 Water and Sewer services
Ednetics \$4,759.88 Telephone/Security/Internet services
Fikes \$6,366.69 Custodian supplies
Four Seasons Landscaping \$3,733.25 Ground Maintenance
Glatfelter \$2,758.00 insurance
SIA-Magnesium \$78,234.29 Monthly SIA Rent
Umpqua Credit card \$3,549.42 School supplies (\$1,684.38-School supplies-Accrual)
URM \$17,955.66 Food/ supplies (\$3,050.53-Supply chain assistance (SCA) fund)

Quarterly paid expenses-

NEWESD101 \$12,983.75 Data Processing/WSIPC Data Proc Fee (\$2,027.76-Red Rover annual contract-employee absence management system)
TK Elevators \$1,179.30 Elevator maintenance services

One time expenses-

Tom Rogers Painting \$13,141.00 Interior painting for school (accrual)
Apple \$9,273.72 iMac computer for HS (CSP grant-accrual)
Virco \$66,281.76 HS furniture (CSP grant-accrual)
Sign for success \$17,000.00 Deposit for the school signage (accrual)
Board on Track \$12,000.00 membership renewal
Learning A-Z \$9,437.22 Curriculum contract renewal
Lexia \$11,445.00 ELA curriculum contract renewal
Mind Research \$13,080.00 Math curriculum contract renewal
NWEA \$13,043.50 MAP curriculum renewal
Schoolmint \$10,069.50 Lottery system contract renewal (\$6,655.50-Schoolmint Grow-teachers PD system)

Additional notes for Payroll-

New hires include: IAs
Resignations: IAs, Office Assistant

Payments have been audited and certified by the Auditing Officer as required by
RCW 42.24.080, and those checks have been recorded on a listing which has been
RCW 42.24.090. Those payments have been recorded on a listing which has been
made available to the board.

As of September 26, 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 15982 through 16003
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 900005440 through 900005517
in the total amount of \$688,487.09.

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

4pacpv04.p SPOKANE INTERNATIONAL ACADEMY 12:50 PM 09/25/23
05.23.06.00.03-010051 PAY SUMMARY FOR PR / Payroll - AFTER CALCS PAGE: 1
CHECK DATE: 09/29/2023 PERIOD ENDING DATE: 09/30/2023
HR\PA\CP\PE - 748 - Board

						RETIRE
PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	HOURS
CAPR3	ASSOCIATE PR	4	2.0000		20,771.26	320.00
CASP3	ADMIN OFFICE	1	1.0000		4,200.00	160.00
CCFO3	CHIEF FIN OFF	1	1.0000		8,629.50	40.00
CCOU3	COUNSELOR	5	3.0000		17,309.67	576.00
CCUS4	FACILITIES	1	1.0000		2,704.50	160.00
CDOP3	DIR OF OPS	3	1.0000		6,049.17	163.60
CDSS3	DIR OF SPECIAL	7	2.0000		13,139.51	240.00
CIA3	INST AIDE	51	18.0000		39,013.37	3238.00
CIAB3	INST AIDE	2	1.0000		2,168.26	192.00
CIM13	PRINCIPAL	6	1.0000		13,333.34	160.00
CINT3	INT COACH	6	4.0000		28,223.10	768.00
CKIT4	KITCHEN MGR	1	1.0000		2,636.56	152.00
CKT24	MGR FS/TRANS	1	1.0000		2,022.99	84.00
CKTA4	KITCHEN ASSIST	2	2.0000		4,434.38	384.00
CLGY5	LONGEVITY	17	15.0000		4,625.02	
CMGF3	MANAGER FINANCE	1	1.0000		4,212.07	160.00
CMGH3	HR SPECIALIST	1	1.0000		3,684.54	160.00
CMGT4	MGR TECH	1	1.0000		4,500.00	160.00
CNU13	NURSE	4	1.0000		5,152.74	272.00
COFF3	OFFICE ASSIST	11	4.0000		10,033.35	768.00
COPM3	FACILITES MGR	3	1.0000		11,095.90	160.00
CTC13	TEACHER	107	49.0000		267,618.62	9126.40
CTSU3	BLDG SUB	3	1.0000		3,326.40	192.00
TADM3	ADMIN OFFICE	1		-2.2500	-67.50	-2.30
TECH3	TECHNOLOGY	1		3.0000	80.34	3.00
TIA3	INST AIDE	14		52.0000	824.08	52.00
TKII4	KITCHEN ASST	1		-0.5000	-9.16	-0.50
TOFF3	OFFICE ASST	4		80.2500	1,373.26	80.20
TOFM3	OFFICE MGR	2		14.7500	297.45	4.00
TOV3	OVERTIME	1		4.0000	122.84	4.00
TSUB4	SUBSTITUTE	1		175.0000	3,748.50	175.00
REPORT TOTAL		264	113.0000	326.2500	485,254.06	17951.40

CHECK DATE: 09/29/2023 PERIOD ENDING DATE: 09/30/2023

HR\PA\CP\PE - 748 - Board

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	264	29,550.05
1FIT	FED INC TAX	FEDERAL TAX	264	31,779.02
1FIT+	FIT ADD AMT	FEDERAL TAX	42	3,767.00
1MED	MEDICARE	MEDICARE	264	6,910.86
1PFML	WA PAID FML	PFML	264	2,824.67
1ReE0	SERS PLAN 0	RETIREMENT	5	
1ReE2	SERS PLAN 2	RETIREMENT	78	5,142.03
1ReE3	SERS PLAN 3	RETIREMENT	44	3,194.91
1ReT0	TRS PLAN 0	RETIREMENT	8	
1ReT2	TRS 2	RETIREMENT	74	12,649.18
1ReT3	TRS PLAN 3	RETIREMENT	81	13,554.16
1WC	WORKERS' COMP	WORKERS' COMP	264	1,724.81
1WLTC	WA LTC	LONG-TERM CARE	248	2,523.57
A5151	MED ADJ	OTH BEF TAX	1	-25.00
ACH#2	ACH#2		2	2,724.00
ALTD	ADJ SUPP LTD		1	38.02
BCBFD	CELEBRATION		153	1,575.00
HCFSA	Medical FSA	OTH BEF TAX	3	41.66
HEHSA	Health Eqty-HSA	OTH BEF TAX	5	850.00
KP2CR	Kai WA Smt2 E/C	OTH BEF TAX	3	186.00
KP2ER	Kai WA Smt2 EMP	OTH BEF TAX	9	424.00
KP3ER	Kai WA Smt3 EMP	OTH BEF TAX	3	142.00
KW1CR	Kai WA Core1E/C	OTH BEF TAX	2	67.00
KW1ER	Kai WA Core1EMP	OTH BEF TAX	11	152.00
KW1FR	Kai WA Core1FAM	OTH BEF TAX	4	253.00
KW2CR	Kai WA Core2E/C	OTH BEF TAX	5	150.00
KW2ER	Kai WA Core2EMP	OTH BEF TAX	9	197.00
KW2FR	Kai WA Core2FAM	OTH BEF TAX	5	258.00
KW2SR	Kai WA Core2E/S	OTH BEF TAX	6	258.00
KWSCR	Kai WA SndChE/C	OTH BEF TAX	6	130.00
KWSEr	Kai WA SndChEMP	OTH BEF TAX	12	370.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	4	494.00
KWSSR	Kai WA SndChE/S	OTH BEF TAX	2	148.00
LTD50	Emp Pd LTD 50%		22	154.81
LTD60	Emp Pd LTD 60%		161	973.03
LTDBU	Supp LTD		2	
P-ADJ	PAY ADJUST		3	1,251.41
PHCR	Prem Hgh PPOE/C	OTH BEF TAX	2	170.00
PHER	Prem Hgh PPOEMP	OTH BEF TAX	8	291.00
PHFR	Prem Hgh PPOFAM	OTH BEF TAX	3	582.00
PHSR	Prem Hgh PPOE/S	OTH BEF TAX	2	194.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	2	86.00
PSER	Prem Std PPOEMP	OTH BEF TAX	15	343.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	4	294.00
PSSR	Prem Std PPOE/S	OTH BEF TAX	2	148.00
V1CR	UMPACP-UWMedE/C	OTH BEF TAX	2	145.00
V1ER	UMPACP-UWMedEMP	OTH BEF TAX	7	166.00
VACR	UMP Achieve2E/C	OTH BEF TAX	2	184.00
VAER	UMP Achieve2EMP	OTH BEF TAX	5	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	47	1,190.00

CHECK DATE: 09/29/2023 PERIOD ENDING DATE: 09/30/2023

HR\PA\CP\PE - 748 - Board

<u>CODE</u>	<u>DESCRIPTION</u>	<u>CATEGORY</u>	<u>COUNT</u>	<u>AMOUNT</u>
VUFR	UMP Achieve1FAM OTH BEF TAX		1	315.00
			2449	128,978.19

CHECK DATE: 09/29/2023 PERIOD ENDING DATE: 09/30/2023

HR\PA\CP\PE - 748 - Board

<u>CODE</u>	<u>DESCRIPTION</u>	<u>CATEGORY</u>	<u>COUNT</u>	<u>AMOUNT</u>
1FIC	FICA	FICA	264	29,550.05
1MED	MEDICARE	MEDICARE	264	6,910.86
1PFML	WA PAID FML	PFML	264	1,057.33
1ReE0	SERS PLAN 0	RETIREMENT	5	
1ReE2	SERS PLAN 2	RETIREMENT	78	7,335.10
1ReE3	SERS PLAN 3	RETIREMENT	44	5,670.42
1ReT0	TRS PLAN 0	RETIREMENT	8	
1ReT2	TRS PLAN 2	RETIREMENT	74	16,864.20
1ReT3	TRS PLAN 3	RETIREMENT	81	21,418.01
1UC	UNEMPLOYMENT	UNEMPLOY COMP	264	2,264.62
1WC	WORKERS' COMP	WORKERS' COMP	264	3,012.44
SEBB	SEBB		223	108,900.00
VHSS1	UMP CDHP EE HSA		11	250.00
			1844	203,233.03

***** 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 September 26, 2023, the board, by a _____ vote, approves payments, totaling \$13,141.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 15917 through 15917, totaling \$13,141.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
15917	TOM ROGERS PAINTING, LLC	08/31/2023	13,141.00
1	Computer	Check(s) For a Total of	13,141.00

	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
	1	Computer	Checks For a Total of	13,141.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		13,141.00
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		13,141.00

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.

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Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 15919 through 15921, totaling \$92,555.48

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

Check Nbr	Vendor Name	Check Date	Check Amount
15919	APPLE INC	08/31/2023	9,273.72
15920	SIGNS FOR SUCCESS	08/31/2023	17,000.00
15921	VIRCO INC	08/31/2023	66,281.76

3	Computer	Check(s) For a Total of	92,555.48
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	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
	3	Computer	Checks For a Total of	92,555.48
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	92,555.48
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	92,555.48

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 September 26, 2023, the board, by a _____ vote, approves payments, totaling \$86,872.85. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 15922 through 15938, totaling \$86,872.85

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

Check Nbr	Vendor Name	Check Date	Check Amount
15922	AMAZON CAPITAL SERVICES	09/13/2023	990.41
15923	ASSOCIATION OF WASHINGTON BUSI	09/13/2023	575.00
15924	BUTLER, ZACHARY	09/13/2023	6.66
15925	CITY OF SPOKANE	09/13/2023	2,919.11
15926	COMCAST BUSINESS	09/13/2023	381.70
15927	DE LAGE LANDEN FINANCIAL SERVI	09/13/2023	161.57
15928	LEAF CAPITAL FUNDING, LLC.	09/13/2023	53.11
15929	MOON SECURITY SERVICE INC	09/13/2023	155.81
15930	NATURE BRIDGE	09/13/2023	158.27
15931	RAPTOR ROOTER & PLUMBING	09/13/2023	1,741.78
15932	ROUNTREE, KATHLEEN	09/13/2023	119.79
15933	SIA-MAGNESIUM LLC	09/13/2023	78,234.29
15934	SNA	09/13/2023	252.50
15935	SWANSON'S REFRIGERATION AND RE	09/13/2023	457.28
15936	TEACHER SYNERGY, LLC	09/13/2023	106.52
15937	VELASQUEZ, MARY	09/13/2023	159.05
15938	WASBO	09/13/2023	400.00

17	Computer	Check(s) For a Total of	86,872.85
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	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
	17	Computer	Checks For a Total of	86,872.85
Total For	17	Manual, Wire Tran, ACH & Computer	Checks	86,872.85
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		86,872.85

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 September 26, 2023, the board, by a _____ vote, approves payments, totaling \$191,758.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 15939 through 15981, totaling \$191,758.14

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

Check Nbr	Vendor Name	Check Date	Check Amount
15939	AMAZON CAPITAL SERVICES	09/29/2023	17,764.07
15940	AUTO-CHLOR SYSTEM	09/29/2023	353.43
15941	Avista	09/29/2023	10,927.86
15942	BOARDONTRACK INC	09/29/2023	12,000.00
15943	BRAUN, RODNEY	09/29/2023	4,437.22
15944	BUNTING, KAYTLYN Mckinzie	09/29/2023	32.00
15945	BUTLER, ZACHARY	09/29/2023	6.66
15946	CARRILLO PUMAREJO, LUCILA M	09/29/2023	50.45
15947	CENTURYLINK	09/29/2023	211.66
15948	CHARACTERSTRONG, LLC	09/29/2023	761.92
15949	EDNETICS NETWORK	09/29/2023	4,759.88
15950	FATBEAM LLC	09/29/2023	1,390.00
15951	FIKES NORTHWEST, CORP	09/29/2023	6,366.69
15952	FIRE PROTECTION SPECIALISTS, L	09/29/2023	665.98
15953	FOUR SEASONS LANDSCAPING INC	09/29/2023	3,733.25
15954	GLATFELTER	09/29/2023	2,758.00
15955	GOJOE PATROL INC	09/29/2023	828.00
15956	KUTAK ROCK LLP	09/29/2023	250.00
15957	LEARNING WITHOUT TEARS	09/29/2023	1,382.52
15958	LEARNING A-Z	09/29/2023	9,437.22
15959	LEXIA LEARNING SYSTEMS LLC	09/29/2023	11,445.00
15960	MANEUVERING THE MIDDLE LLC	09/29/2023	876.00
15961	MIND RESEARCH INSTITUTE	09/29/2023	13,080.00
15962	NEWESD 101	09/29/2023	12,983.75
15963	NMC FRANCHISING, LLC	09/29/2023	3,815.00
15964	NWEA	09/29/2023	13,043.50
15965	ROBERGE, NATALIYA Ignatyevna	09/29/2023	374.00
15966	ROYAL BUSINESS SYSTEMS, INC	09/29/2023	176.27
15967	SCHOOLMINT INC	09/29/2023	16,725.00
15968	SECURLY, INC.	09/29/2023	12,668.63
15969	SEESAW	09/29/2023	3,798.43
15970	SHAFER, DANIEL	09/29/2023	100.00
15971	SPRAGUE PEST SOLUTIONS	09/29/2023	108.81

Check Nbr	Vendor Name	Check Date	Check Amount
15972	STAPLES ADVANTAGE	09/29/2023	727.41
15973	TEACHER SYNERGY, LLC	09/29/2023	439.49
15974	TK ELEVATOR CORPORATION	09/29/2023	1,179.30
15975	URM	09/29/2023	17,635.78
15976	VOYAGER SOPRIS LEARNING	09/29/2023	1,093.49
15977	WATER WALKERS INC. DBA HEALTH-	09/29/2023	2,886.97
15978	WAXIE SANITARY SUPPLY	09/29/2023	299.34
15979	WEBB, TERESA	09/29/2023	34.00
15980	WSIPC	09/29/2023	76.21
15981	ZOOM VIDEO COMMUNICATIONS INC.	09/29/2023	74.95
43	Computer	Check(s) For a Total of	191,758.14

	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
	43	Computer	Checks For a Total of	191,758.14
Total For	43	Manual, Wire Tran, ACH & Computer Checks		191,758.14
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		191,758.14

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 September 26, 2023 the board, by a _____ vote, approves payments, totaling \$3,549.42. The payments are further identified in this document. Total by Payment Type for Private/Public Account, UMPQUA BANK: Wire/ACH payments totaling \$3,549.42.

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

Type	Vendor Name		Date	Amount
ACH	Umpqua Credit Card	August Statement	9/15/2023	\$ 3,549.42
		1 ACH/Wire	For a Total of	\$ 3,549.42

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 September 26, 2023 the board, by a _____ vote, approves payments, totaling \$1,251.41. The payments are further identified in this document. Total by Payment Type for Private Account, UMPQUA BANK: Warrant Number 1417 , totaling \$1,251.41.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
1417	Lial Amram	8/31/2023	\$1,251.41

1 Checks For a Total of \$ 1,251.41

Coversheet

Policies and Procedures to Review and Approve - NEWTech Agreement for 11th Grade

Section: III. Consent Agenda
Item: C. Policies and Procedures to Review and Approve - NEWTech
Agreement for 11th Grade
Purpose: Vote
Submitted by:
Related Material: NEW_Tech_For_Approval____Signature.pdf



August 17, 2023

**Heather Dauphin
Chief Financial Officer
Spokane International Academy
777 E Magnesium Rd
Spokane, WA 99208**

Dear Ms. Dauphin:

NEWTech Prep is very pleased to be serving students from your school. In order to serve students from non-consortium schools, we must have an Inter-district Cooperative Agreement in place. The Inter-district Cooperative Agreement for Spokane International Academy is enclosed. District school boards must formally approve the agreement each year. Please include this item in your upcoming board meeting agenda. Once your Board has voted for approval, please sign the agreement and return it to me along with a copy of the meeting's minutes. This will help ensure we start the new school year in compliance with the state.

We understand a signed agreement does not guarantee you will have students attend NEWTech Prep for the 2023-2024 school year; however, signing it now will alleviate delays in a student's registration process. If you choose not to enter the agreement with NEWTech Prep-Spokane Public Schools, a letter of confirmation to this fact would be appreciated.

NEWTech Prep's Administrative Council has voted to approve the Inter-Local agreement on a year-to-year basis with seats opening June 1st for the upcoming school year. Grades will be sent to the high school for transcription each semester as will the FTE claimed monthly.

If you have any questions, I may be reached at 509.354.7482. We look forward to serving your district and your students in the 2023-2024 school year.

Sincerely,


**David Ulyanchuk
Director
NEWTech Prep
4141 N. Regal St.
Spokane, WA 99207**

**AGREEMENT
FOR INTERDISTRICT COOPERATIVE EDUCATIONAL SERVICES
2023-2024 SCHOOL YEAR**

This Agreement is hereby entered into by and between NEWTech Skills Center, Spokane Public School District No. 81, Washington, collectively referred to as the "**SERVING DISTRICT**," and Spokane International Academy, Spokane County hereinafter referred to as the "**PARTICIPATING DISTRICT**".

The purpose of this Agreement is to utilize inter-district cooperation, authorized by RCW 28A.335.160, RCW 28A.225.250, and Chapter 392-135 WAC, to provide educational programs not otherwise available to students residing in the Participating District and to avoid duplication of specialized programs and facilities. These objectives will be achieved by the attendance of the Participating District's students in courses offered at NEWTech Skills Center (NTSC).

This Agreement is for the 2023-2024 school year, and it was approved by Pride Prep Charter School Board of Directors or authorized personnel on the date indicated below.

It is anticipated that NTSC will serve an estimated number of between 1-5 students from **PARTICIPATING DISTRICT** for the 2023-2024 school year. It is understood that students attending NTSC from the **PARTICIPATING DISTRICT** will be funded for a combined 1.6 full time equivalent as determined by the Office of the Superintendent of Public Instruction per RCW 28A.245.020.

This agreement also provides NTSC permission to access student address information from the data resource management center of the **PARTICIPATING DISTRICT** to be used for mailing newsletters, program brochures, summer school information, and student information.

PARTICIPATING DISTRICT will release services to the **PARTICIPATING DISTRICT** students attending the NTSC for the 2023-24 school year and will not claim the student(s) for funding.

PARTICIPATING DISTRICT shall be primarily responsible for assessment of its special education students and development of appropriate individualized education programs. All sections of a student's 504 Plan or IEP that are not specifically listed in the Agreement with NTSC, shall be the responsibility of the **PARTICIPATING DISTRICT**. This shall include all other special and general education and related services not agreed to by NTSC.

Transporting the Student(s) to and from the NTSC program shall be the responsibility of the individual student(s).

NTSC shall document all completed academic work to assure proper accumulation of student credits and accomplishments and provide periodic reports of student progress to the **PARTICIPATING DISTRICT**. NTSC shall insure compliance with all provisions of the Family Education Rights and Privacy Act (FERPA).

NTSC shall as of the first class day of each month of SPS' school year, provide daily attendance information to PARTICIPATING DISTRICT.

NTSC shall develop, in cooperation with the PARTICIPATING DISTRICT, all necessary records required by the IDEA, and Washington State special education rules. SPS shall ensure that all requirements of due process are met in creation and maintenance of such records.

Because the student is attending NTSC half day, NTSC will claim the student(s) for funding not to exceed a combined 1.6 full time equivalent as determined by the Office of the Superintendent of Public Instruction per RCW 28A. 245.020.

NTSC shall have authority to enforce its written rules of conduct/policies and general appearance rules with respect to students enrolled in the educational program. NTSC shall have the right to immediately remove any student who is enrolled in the educational program where flagrant or repeated violations of NTSC rules, regulations, procedures and policy occur. NTSC reserves the right to take immediate action when necessary to maintain operation of its educational program free from disruption, or to immediately remove any student who, in the judgment of NTSC engages in any act of gross misconduct or becomes too disruptive/dangerous for the program. NTSC will discuss any grievance against any student removed from the program with the PARTICIPATING DISTRICT.

Either party may cause this Agreement to terminate immediately, without cause, with 60 day written notice via certified mail. Such Notice shall be sent to the parties as follows:

**Chief Finance and
Business Services Officer
Spokane Public Schools
200 N Bernard
Spokane, WA 99201**

**High School Principal
Spokane International Academy
777 E. Magnesium Rd.
Spokane, WA 99208**

NTSC may cause this Agreement to terminate immediately without notice, if a student from the PARTICIPATING DISTRICT attending NTSC educational program becomes too disruptive/dangerous for the program as identified above. Such action will not be taken until the grievance against any student has been first discussed with the PARTICIPATING DISTRICT.

PARTICIPATING DISTRICT

Principal

Date of School Board Approval _____

Date

CHIEF FINANCE & BUSINESS SERVICE OFFICER

Spokane Public Schools

Date

Coversheet

Policies and Procedures to Review and Approve - School Specific Goals

Section:	III. Consent Agenda
Item:	D. Policies and Procedures to Review and Approve - School Specific Goals
Purpose:	Vote
Submitted by:	
Related Material:	School-Specific Goals (Updated May 2023) DRAFT 8_2023.pdf

School-Specific Goals (Updated May 2023)

This form is intended to document each school's individualized goals that are part of the Commission's Academic and Organizational Performance Frameworks. As part of the Commission's goal to develop Performance Frameworks that build upon the evaluation lens utilized by the state, school-specific goals are designed to contain measures that are representative of your school's individual program. Applicable Legislation: [WAC 108-30-030](#)

Please fill out all sections of this form to describe your school-specific goals (Results summary is not completed until the end of the year). Guidance for each section of the goals is available at this link. If you have any questions, please contact Jess Saven Barton, Director of School Quality & Accountability at jess.savenbarton@k12.wa.us.

School Name	Spokane International Academy
Grades Served	Kindergarten-11th
School Mission/Vision	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.
Student Profile: What makes a student who matriculates from your program unique? (Should be tied to your school's Education Program Terms)	1) Emphasis on building global competence in students through Spanish language study (K-11). We highlight intentional engagement in learning about different regions of the world at each grade level (K -North America, 1st - South America, 2nd - Asia, 3rd - Oceania, 4th - Africa and 5th - Europe). A strong focus on community connectedness through volunteer opportunities (20 hours per year grade 5th-11th grade), Students engage in study of current world events, global politics, economy, geography, education, society and environment through the Global Perspectives course (6th-8th grade), which culminates in a capstone 8th Grade Community project. The focus of this project is on creating a service project aligned with the United Nations Global Sustainable Development Goals. We build in opportunities for International immersive travel (Costa Rica 2018, Dominican Republic 2023, and Peru 2024. 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) Explicit instruction around building solid academic habits and skills through the use of high level teaching strategies, and daily targeted academic intervention and/or extension opportunities based, on data collected from multiple sources. Ensuring we are meeting students where they are and designing a plan to help close any instructional gaps supports growth to proficiency in reading, writing, and math, but also the use of inquiry strategies, technology supports, with a strong emphasis on 21st century learning skills.

	3) Intentional teaching of problem solving strategies Habits of Mind to provide students support in enhancing the ways students produce knowledge rather than how they merely reproduce it. We want students to learn how to develop a critical stance with their work: inquiring, editing, thinking flexibly, and learning from another person's perspective. The critical attribute of intelligent human beings is not only having information but also knowing how to act on it.
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Academic School Specific Goal (Indicator 4 of Academic Performance Framework – 15% of tiered rating)			
1. Academic area of need identified	The academic area of need identified is students' growth in math, as measured by their MAP (Measures of Academic Progress) test scores.		
2. What is the most recent baseline data for the area of need identified?	The most recent baseline data used will be the Fall 2023 MAP math scores for students who scored "Lo Avg/Lo" (Low Average or Low) on their initial assessment. This assessment will be taken in Sept 2023.		
3. Academic Goal: If you serve multiple grade bands (i.e., ES & MS or MS & HS) you need a goal for each.	Goal for Primary Academy (K-5): Half of the students who scored Lo Avg/Lo on their Fall 2023 MAP math assessment will achieve their MAP Projected Growth Goals by the Spring 2024 testing session. Goal for Middle Academy (6-8): Half of the students who scored Lo Avg/Lo on their Fall 2023 MAP math assessment will achieve their MAP Projected Growth Goals by the Spring 2024 testing session. Goal for High School (9-11): Half of the students who scored Lo Avg/Lo on their Fall 2023 MAP math assessment will achieve their MAP Projected Growth Goals by the Spring 2024 testing session.		
4. Goal Connection Describe how the goal captures the school mission/vision/student profile/educational program terms.	This goal aligns with the school's mission and vision to ensure that all students make significant academic progress, regardless of their initial performance levels. It also reflects the commitment to data informed instruction and personalized learning, which are core components of the educational program. Additionally, 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.		
5. Targets How will you know if you are successful?	Category	Targets: Set ranges for each category	Rationale for Meets and Exceeds Targets (based on prior year data if possible)
	Exceeds	> 50% of students achieve growth beyond their projected goals	Based on prior year data, the school has observed that a significant number of students

			who scored Lo Avg/Lo in Fall were able to achieve or exceed their projected growth goals by Spring, demonstrating that targeted interventions and personalized instruction can lead to substantial progress.
	Meets	50% of students achieve their projected growth goals.	Based on prior year data, the school has observed that a significant number of students who scored Lo Avg/Lo in Fall were able to achieve or exceed their projected growth goals by Spring, demonstrating that targeted interventions and personalized instruction can lead to substantial progress.
	Does Not Meet	< 35-49% of students achieve their projected growth goals.	This would indicate that our interventions were unsuccessful for a majority of our students
	Falls Far Below	< 34% of students achieve growth beyond their projected goals.	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
6. Measurement Details: How often will the school collect data for this goal during the school year? What data source will you use?			
The school will collect data three times during the school year: Fall (Sept) 2023, Winter 2024 (Jan), and Spring (May) 2024. Data Source: MAP math test scores and growth projections provided by the testing platform.			
7. Results Summary: Provide a summary of results for your goal (not completed until the end of the school year). Additional attachments are welcome. <i>All data are verified by the Commission</i>			

Academic School Specific Goal (Indicator 4 of Academic Performance Framework – 15% of tiered rating)			
1. Academic area of need identified	The academic area of need identified is students' growth in reading, as measured by their MAP (Measures of Academic Progress) test scores.		
2. What is the most recent baseline data for the area of need identified?	In Sept Fall 2023, a comprehensive assessment will be conducted to determine the reading proficiency levels of primary, middle, and high school students. The data will reveal that there are students in each grade band that will score Low Average (Lo Avg) or Below Average (Lo) in reading.		
3. Academic Goal: If you serve multiple grade bands (i.e., ES & MS or MS & HS) you need a goal for each.	Goal for Primary Academy (K-5): Of the primary school students who scored Low Average (Lo Avg) or Below Average (Lo) in reading during the Spring 2023 assessment, 60% will achieve their MAP Projected Growth Goals by the Spring 2024 testing session. Goal for Middle Academy (6-8): For middle school students who scored Low Average (Lo Avg) or Below Average (Lo) in reading during the Spring 2023 assessment, 50% will achieve their MAP Projected Growth Goals by the Spring 2024 testing session. Goal for High School (9-11): Among high school students who scored Low Average (Lo Avg) or Below Average (Lo) in reading during the Spring 2023 assessment, 40% will achieve their MAP Projected Growth Goals by the Spring 2024 testing session.		
4. Goal Connection Describe how the goal captures the school mission/vision/student profile/educational program terms.	This goal aligns with our school's mission to foster a love for learning and empower students to become proficient readers. By focusing on improving reading proficiency, we aim to equip students with essential skills for critical thinking, communication, and academic success. This goal also reflects our commitment to providing a comprehensive and well-rounded educational program.		
5. Targets How will you know if you are successful?	Category	Targets: Set ranges for each category	Rationale for Meets and Exceeds Targets (based on prior year data if possible)
	Exceeds	Primary: 70% of targeted students achieve MAP Projected Growth Goals. Middle School: 60% of targeted students achieve MAP Projected Growth Goals.	Based on prior year data, the school has observed that a significant number of students who scored Lo Avg/Lo in Fall were able to achieve or exceed their projected growth goals by Spring,

		High School: 50% of targeted students achieve MAP Projected Growth Goals.	demonstrating that targeted interventions and personalized instruction can lead to substantial progress.
	Meets	Primary : 60% of targeted students achieve MAP Projected Growth Goals. Middle School: 50% of targeted students achieve MAP Projected Growth Goals. High School: 40% of targeted students achieve MAP Projected Growth Goals.	Based on prior year data, the school has observed that a significant number of students who scored Lo Avg/Lo in Fall were able to achieve or exceed their projected growth goals by Spring, demonstrating that targeted interventions and personalized instruction can lead to substantial progress.
	Does Not Meet	Primary School: Below 60% of targeted students achieve MAP Projected Growth Goals. Middle School: Below 50% of targeted students achieve MAP Projected Growth Goals. High School: Below 40% of targeted students achieve MAP Projected Growth Goals.	This would indicate that our interventions were unsuccessful for a majority of our students
	Falls Far Below	Primary School: Below 40% of targeted students achieve MAP Projected Growth Goals. Middle School: Below 30% of targeted students achieve MAP	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

		Projected Growth Goals. High School: Below 20% of targeted students achieve MAP Projected Growth Goals.	
6. Measurement Details: How often will the school collect data for this goal during the school year? What data source will you use?	The school will collect data three times during the school year: Fall (Sept) 2023, Winter 2024 (Jan), and Spring (May) 2024. The primary data source will be the MAP Reading assessments, which are designed to measure students' growth and progress in reading comprehension and fluency. Additionally, ongoing formative assessments and teacher observations will contribute to tracking student progress and adjusting instructional strategies as needed.		
7. Results Summary: Provide a summary of results for your goal (not completed until the end of the school year). Additional attachments are welcome. <i>All data are verified by the Commission</i>			

Organizational School Specific Goal (Indicator 6 of Organizational Performance Framework)	
1. Organizational area of need identified	The global competence area of focus is to develop students' cultural awareness, intercultural communication skills, and understanding of global issues by providing opportunities for them to Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action.
2. What is the most recent baseline data for the area of need identified?	The baseline data will be gathered through pre-assessments (Asia Society Global Leadership Performance Outcomes) that measure students' current knowledge, attitudes, and skills related to global awareness and intercultural communication.
3. Organizational Goal:	By the end of the school year, students in grades K-8 will demonstrate an increased level of global competence, as evidenced by their ability to Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action.

4. Goal Connection: Describe how the goal captures the school mission/vision/student profile/educational program terms.	This goal aligns with the charter school's mission to foster well-rounded and globally-minded citizens who are prepared to thrive in an interconnected world. It embodies the school's commitment to providing a holistic education that prepares students for success in an increasingly global society.		
5. Targets How will you know if you are successful?	Category	Targets: Set ranges for each category	Rationale for Meets and Approaching Targets (base it on prior year data if possible)
	Meets	>80% students will have grown in their global competence as measured by the Global Leadership Performance Outcomes	Demonstrates commitment to the growth as a global citizen
	Approaching	65%-79% students will have grown in their global competence as measured by the Global Leadership Performance Outcomes	Demonstrates movement toward commitment to the growth as a global citizen
	Does Not Meet	<64%students will have grown in their global competence as measured by the Global Leadership	Demonstrates minimal movement toward commitment to the growth as a global citizen

		Performance Outcomes	
6. Measurement Details: How often will the school collect data for this goal during the school year? What data source will you use?	Based on prior year data and research, students who engage in focused global competence development activities, such as cultural exchange projects, collaborative international projects, and discussions on global issues, have demonstrated a significant improvement in their global competence skills. We will provide students with a pre-assessment and a post assessment, and then students will develop a portfolio activities that demonstrate their growth and movement toward the target. <u>Performance Outcomes and Rubrics</u> https://asiasociety.org/education/leadership-global-competence		
7. Results Summary: Provide a summary of results for your goal (not completed until the end of the school year). Additional attachments are welcome. All data are verified by the Commission.			

Coversheet

Policies and Procedures to Review and Approve - Toileting Policy

Section:	III. Consent Agenda
Item:	E. Policies and Procedures to Review and Approve - Toileting Policy
Purpose:	Discuss
Submitted by:	
Related Material:	Policy 3414 - Infectious Diseases (final) (1).pdf Policy 3414P - Infectious Diseases (final) (1).pdf



Adopted September 2023

Policy 3414 - Infectious Diseases

Section 3000 - Students

Title - Infectious Diseases

Number - 3414

Last Revised - 09/23

Prior Revised Dates - N/A

Classification - Essential

In order to safeguard the school community from the spread of certain communicable diseases the superintendent will implement procedures assuring that all school buildings are in compliance with State Board of Health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. Such procedures will also prescribe the steps to remove the danger to others.

Spokane International Academy will require that the parent/guardian complete a medical history form at the beginning of each school year. The school nurse may use this information to advise the parent of the need for further medical attention and to plan for potential health problems in school.

The board authorizes the school principal to exclude a student who has been diagnosed by a licensed health care provider (LHP) or is suspected of having an infectious disease in accordance with the regulations within the most current, *Infectious Disease Control Guide for School Staff*, provided by the Office of the Superintendent of Public Instruction. The principal and/or school nurse will report the presence of suspected case or cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. The school and its staff will treat all information concerning a student's present and past health condition as confidential. The principal will cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted disease, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the school receives authorization to release information, the school may disclose information pursuant to the restrictions in the release.

A school principal or designee has the authority to send an ill student home without the concurrence of the local health officer, but if the disease is reportable, the school must notify the local health officer. The local health officer is the primary resource in the identification and control of infectious disease in the community and school. The local health officer, in consultation with the superintendent can take whatever action deemed necessary to control or eliminate the spread of disease, including closing a school.

Diapering and/or Toileting:

The board authorizes qualified staff to provide diapering and/or toileting to students. Students may require diapering and/or toileting due to health, physical or cognitive disabilities. These students may require diapering or toileting on a scheduled or on an "as needed" basis. These tasks should be performed with dignity and respect for the student in a private and safe setting.

When a staff member receives an assignment to diaper or toilet a student, they must be given student-specific training and instructions for the student to ensure student safety. This training may be provided by an occupational/physical therapist and/or school nurse, in accordance to the student's plan of care from licensed health care provider (LHP) and/or parent/guardian.

Legal References

Chapter 70.02 RCW Medical records — Health care information access and disclosure

RCW 28A.210.010 Contagious diseases, limiting contact — Rules

Chapter 246-110 WAC Contagious disease --School districts and day care centers

RCW 70.24.290 – Public school employees – Rules for blood-borne pathogens education and training



Adopted September 2023

Policy 3414P - Infectious Diseases

Section 3000 - Students

Title - Infectious Diseases

Number - 3414P

Last Revised - 09/2023

Prior Revised Dates - N/A

Classification - Encouraged

Certain microorganisms in the body cause infectious disease. Infectious diseases may or may not be communicable or in a contagious state.

The district may control diseases in a contagious state by excluding the student from the classroom or by referring the student for medical attention. Staff members must advise the school nurse and principal or designee when a student exhibits symptoms of an infectious disease based on the criteria outlined in this procedure. Staff should provide the school nurse, principal, or designee with as much health information as is known about the case in a timely manner so that appropriate action can be initiated. (See OSPI's *Infectious Disease Control Guide for School Staff*).

List of Reportable Diseases

In consultation with the school nurse, the district will report suspected disease or disease with known diagnosis, to the local health department as indicated on the Notifiable Conditions page of the Washington State Department of Health's website.

Cluster of Cases

The occurrence of any generalized (covering greater than 75% of the body) rash with or without fever, cough, runny nose, and reddened eyes in a school MUST be reported IMMEDIATELY to the school nurse who will in turn report as necessary to the local health department. Localized rash cases diagnosed as unrelated to a contagious disease, such as diaper rash, poison oak, etc. need not be reported. In addition to rash illnesses, any unusual cluster of infectious disease must be reported to the school nurse, who will report to the local health jurisdiction as necessary.

Identification and Follow-Up

1. The length of absence from school for a student ill from a contagious disease is determined by the directions given in the *Infectious Disease Control Guide for School Staff* or instructions provided by the student's licensed health care provider, and/or the local health officer.
2. The principal has the final responsibility for enforcing all exclusions.
3. Follow-up of suspected communicable disease cases should be carried out in order to determine any action necessary to prevent the spread of the disease to additional children.
4. Staff should follow the directions of the local health officer and WA DOH guidelines for mitigation measures.

Reporting At Building Level

A student with a diagnosed reportable disease will be reported by the school principal or designee, to the local health officer (or state health officer if local health officer is not available) as per schedule.

When symptoms of communicable disease are detected in a student who is at school, the regular procedure for the disposition of an ill or injured student will be followed. In all instances, the school nurse, principal, or designee will:

1. Notify the parent or emergency contact to advise him/her of the signs and symptoms.
2. Arrange for parent to pick up the student as soon as possible;
3. Recommend follow-up with licensed health care provider;
4. Notify the school nurse to ensure appropriate health-related interventions are in place; and
5. Keep the student isolated but observed until the parent arrives;

Note: When the student is fourteen years or older and the symptoms are of a sexually transmitted disease, the student has confidentiality rights that prohibit notification of anyone but the health department.

First Aid Procedures

1. Students should be asked to wash their own minor wound areas with soap and water under staff guidance when practicable. If performed by staff, wound cleansing should be conducted in the following manner:
 1. Soap and water are recommended for washing wounds.
 2. Gloves must be worn when cleansing wounds which may put the staff member in contact with wound secretions or when contact with any bodily fluids is possible;
 3. Gloves and any cleansing materials will be discarded in a lined trash container that is disposed of daily according to WAC 296-823 – Occupational exposure to bloodborne pathogens and included in OSPI's most recent Infectious Disease Control Guide for School Staff;
 4. Hands must be washed before and after treating the student and after removing the gloves; and
 5. Treatment must be documented in a school health record.
2. Thermometers will be handled in the following manner:
 1. Only disposable thermometers or non-mercury thermometers with disposable sheath covers and/or temporal scan thermometers should be used when taking student's temperatures; and
 2. Disposable sheath covers will be discarded in a lined trash container that is secured and disposed of daily. Temporal scan thermometers will be disinfected after each use.

Handling of Body Fluids

1. Body fluids of all persons should be considered to contain potentially infectious agents (germs). Body fluids include blood, drainage from scrapes and cuts, feces, urine, vomitus, saliva, respiratory secretions, semen, and vaginal secretions;
2. Gloves must be worn when direct hand contact with body fluids is anticipated (e.g., treating nosebleeds, bleeding abrasions), when handling clothes soiled by body fluids (e.g., urine and/or feces), when diapering children and when sanitizing spaces used for diapering. Hand washing is the most important intervention for preventing the spread of disease and must take place after gloves are removed and between care of multiple students;
3. Used gloves must be discarded in a secured lined trash container and disposed of daily according to WAC 296-823 - Bloodborne Pathogens and included in OSPI's most recent OSPI Infectious Disease Control Guide for school staff. Hands must then be washed thoroughly;
4. Self-treatment of minor injury, when reasonable, will be encouraged;
5. Sharps will be disposed in an approved container. Sharps containers must be maintained upright throughout use, be tamper-proof and safely out of students' reach, be replaced routinely and not be allowed to overfill; and
6. For cleaning and disinfection, follow CDC and EPA recommendation. In addition, the district will comply with [WAC 296-823- Bloodborne Pathogens](#) and the infectious Disease Control Guidelines [Infectious Disease Control Guideline for School Staff](#).

Treatment of Students with Chronic Medical Conditions (e.g., HIV; AIDS; Hepatitis)

On the disclosure that a student has been identified as having acquired Human Immunodeficiency Virus (HIV) or Acquired Immunodeficiency Syndrome (AIDS) or infectious Hepatitis, the superintendent, principal, parent, local health officer, school nurse and the student's licensed healthcare provider will confer as necessary and determine the appropriate placement of the student. The student will be accommodated in a least restrictive manner, free of discrimination, without endangering the other students or staff. The student may only be excluded from school on the written concurrence of the public health officer and the student's licensed healthcare provider, that remaining or returning to school would constitute a risk either to the student or to employees or other students.

All discussions and records will be treated as confidential, consistent with [RCW 70.24.105](#).

Release of information regarding the testing, test result, diagnosis, or treatment of a student for a sexually transmitted disease, BBP illness, drug, alcohol, mental health treatment, family planning, or abortion may be made only as pursuant to an effective release and only to the degree permitted by the release. To be effective, a release must be signed, dated, must specify to whom the release may be made, and the time period for which the release is effective. Students fourteen and older must authorize disclosure regarding BBP illness, sexually transmitted diseases, or reproductive healthcare issues. Students thirteen and older must authorize disclosure regarding drug, alcohol, or mental health treatment. Students of any age must authorize disclosure regarding family planning or abortion. Parents must authorize disclosure pertaining to younger students.

Any disclosure made pursuant to a release regarding reproductive healthcare, including sexually transmitted diseases, blood-borne pathogens, drug treatment, or alcohol treatment must be accompanied by the following statement:

"This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by state law. A general authorization for the release of medical or other information is not sufficient for this purpose."

The district will ensure that newly hired school district employees receive the **blood-borne pathogens** training regarding:

1. History and epidemiology of blood-borne pathogens;
2. Methods of transmission of blood-borne pathogens;
3. Prevention of exposure to blood-borne pathogens, including universal precautions for handling of body fluids;
4. Current treatment for symptoms of blood-borne pathogens and prognosis of disease progression;
5. State and federal laws governing discrimination of persons with a blood-borne pathogens; and
6. State and federal laws regulating confidentiality of a person's blood-borne pathogens.

The district will ensure that new employees receive training within six months from the first day of employment in the district.

Continuing employees will receive information, within one year of district receipt from OSPI, on new discoveries or changes in accepted knowledge of transmission, prevention, and treatment for blood-borne pathogens.

Diapering and/or Toileting:

Preference is to have two adults present, as circumstances allow, when performing diapering and/or toileting tasks. Staff may request training or seek advice from the occupational /physical therapist, school nurse, the teacher and parent regarding diapering and toileting students.

A. School Site Administrator is responsible for ordering needed equipment/supplies for students (see below for complete list of possible equipment/supplies needed).

B. All staff are required to complete the mandatory Blood Borne Pathogen trainings upon being hired and at the beginning of each new school year (within the first 6 weeks).

- C. Special Education staff will consult with the school site administrators as needed for safety training that is provided at the site.
- D. Special education staff will be trained in the diapering/toileting procedure by the school nurse or other skilled designee. This will be done at the beginning of each new school year (within 2 weeks).

Equipment/Supplies:

The following list of equipment and supplies identifies the minimum necessary to provide the safest environment for both students and staff.

1. Running water, baby wipes and towels.
2. Cot in the nurses office (if needed). At the minimum, an unbroken, clean, sturdy surface off the floor should be provided; you should NOT diaper a student on the floor or on a desk.
3. Lifting device. Depending on the size and mobility of the student, some equipment may be needed to assist in the safe handling of a student. This may include: Hoyer lift, transfer belt, transfer board, and electronic lifting device with appropriate slings. Discuss with the IEP team the importance of specifying in the IEP what lifting and transferring equipment is needed.
4. Privacy curtain.
5. Gloves – non-latex in different sized and lengths to appropriately fit all staff.
6. Sleeves, aprons, masks (as required by task).
7. A covered and lined refuse receptacle for waste and contaminated PPE.
8. Disinfectant cleaning wipes for surfaces.
9. Chucks for cot
10. Supply of toilet paper, wipes and paper towels.

Schools should have these basic facilities:

1. Running water
2. Handicapped accessible stalls
3. Adequately ventilated
4. Storage cabinet for supplies that is accessible to changing area

Adoption Date: **September 2023**

Classification: **Encouraged**

Revised Dates: **08.07; 02.13; 09.13; 08/01/2018; 09.20**

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Coversheet

Policies and Procedures to Review and Approve - Family Handbook

Section:	III. Consent Agenda
Item:	F. Policies and Procedures to Review and Approve - Family Handbook
Purpose:	
Submitted by:	
Related Material:	Family Handbook 2023-2024 .pdf



2023-2024

Family Handbook

Letter from the Head of School

Dear SIA Students and Families,

Welcome to another incredible school year. I am extremely excited about all that we will accomplish, and our continued commitment to the core mission and values of Spokane International Academy. This handbook will provide useful information that is easily accessible to all students and parents, communicates our values and expectations clearly, and informs you of the rights you have under local, state and federal programs.

This handbook provides general information about our academic program, policies and procedures, and the SIA Student Code of Conduct. Please read, understand, and comply with all provisions in this handbook. As a charter school, SIA is a choice program. Some of our expectations differ from that of a traditional neighborhood school. All of these expectations help us establish a rigorous and safe learning environment for all of our students. We believe high expectations coupled with support will create an environment where all students meet and exceed their potential. It is vital that all members of our community, adults and students alike, fully understand the expectations set forth in this handbook and agree to support them.

SIA's mission of empowering students with the skills necessary to become leaders who can powerfully transform our communities serves as our uniting purpose. We have seen tremendous results in the students who have committed to our approach in the early years of our program. As interest in our program grows across the area, we are excited to continue to refine our program and develop more enriching opportunities for our students in the future. We thank you again for your support of the mission of SIA and our efforts to prepare your children for college and careers in the future.

Sincerely,

A handwritten signature in black ink that reads "Morgen Flowers-Washington". The script is fluid and cursive, with the first name "Morgen" being the most prominent.

Morgen Flowers-Washington
Head of School

Table of Contents

Letter from the Head of School	2
Section 1: Campus Information	6
Closed Campus	6
Board of Directors	6
Attendance	6
Transportation	9
Arrival and Dismissal	10
Field Studies	11
Authorized Adult Pickup	11
Medication at School	11
Health/Immunization Information	12
Dress Code	12
Parent/Guardian Visitors	13
Student Phone Usage	13
Deliveries to Students	13
Section 2: Academic Policies	14
Curriculum Overview	14
International Baccalaureate (IB)	14
International Mindedness/Global Competence	15
Opting-out of curriculum	17
Spokane Virtual Learning (SVL) Participation	17
High School Courses	18
Highly Capable Program	18
Accelerated Math Placement (Middle Academy)	19
Academic Honesty Policy	20
State Testing Participation	21
Academic Effort	22
Advisory Program (Middle Academy)	23
Grading and Assessment	23
Report Cards and Progress Reports (Middle Academy)	25

Honors and Awards	25
Primary Academy Promotion Requirements	25
Middle Academy Promotion Requirements	26
Section 3: REACH Values and Discipline	28
Student Behavior Expectations	28
IB Learner Profile	29
Discipline Process	30
Consequences	30
Policies	31
Actions that Will Warrant Interventions or Suspensions	32
Habitually Disruptive Students	32
Suspensions	32
Expulsion	34
Section 4: Facilities and Resources Policies	35
School Property	35
Textbooks	35
Laptop Computers	35
Responsibility for Personal Property	36
Lost and Found	36
School Supplies	36
School Fees	36
Section 5. General School Policies	37
Non Discrimination Statement	37
Sexual Harassment	37
Homeless Education (McKinney-Vento)	40
Student Records	40
Media Release	40
Distribution of Published Materials or Documents	41
Commerce	41
Informal Parent/Guardian Grievance Policy	41
Formal Parent/Guardian Grievance Policy	41
Section 6. Athletics and Extracurricular Activities	43

Participation	43
Section 7: Weather and Emergency Procedures	44
Accident or Medical Emergency	44
School Closings	44
Fire Alarms and Building Emergencies	45
Appendices:	46
School Hours	46
B. Student Dress Code	46
C. Make-up Work and Late Work Procedures and Policies	47
D. Student Technology Use Summary	48
E. Student Core Value Pledge	51
F. Parent Guardian Core Value Pledge	52
G. Student and Family Handbook Contract Acknowledgment	53

Section 1: Campus Information

Closed Campus

SIA is a closed campus for students in Kindergarten-10th grade. When on campus during SIA's academic hours students must always be in class and under the supervision of an adult. Students who leave campus without authorization will receive a discipline consequence and will be considered truant from school. Upon dismissal, students who are excused may leave campus if they do not have other obligations (clubs, athletics, academic or discipline obligations). Students are not allowed to remain on campus past 3:30 pm unless given explicit permission from an SIA staff member to do so.

Students who leave campus early must be picked up by an authorized individual (with valid identification) who will sign the student out at the front desk. Students will only be released to adults who have been identified in our school information system. Please check annually to ensure that the adults who are authorized to pick up your child are accurate and up to date.

Students in 11th grade who participate in both the Skills Center and Running Start have a more flexible schedule to accommodate their schedules. For example, students in Running Start who have classes on SIA's campus, may leave at the conclusion of their required SIA classes. Students may not leave campus prior to the conclusion of their classes to grab lunch or run home. For questions regarding the specifics of this policy, please reach out the school administration.

Parents/community members who wish to interact with their child during the school day must first arrange that with the main office prior to the intended date of the visit. The Head of School or designee will then decide whether or not to allow the visit due to the daily schedule of the school or based on other circumstances. All volunteers must submit their information via our volunteers page on our website, every school year. This information is run through the Washington State Patrol background check system.

Board of Directors

Per Washington state law, SIA is governed by a volunteer, non-profit board of directors. This board serves in the same capacity as the board for any school district in Washington. They must abide by the Open Public Meetings Act (OPMA) and meet monthly. They may also be reached by emailing boardofdirectors@spokaneintlacademy.org. For more information about meeting schedules and biographies of individual board members, please visit the governance page located at the footer of our website (www.spokaneintlacademy.org).

Attendance

In order for our academic program to be successful, it is essential that students be present in school on a consistent basis. The attendance policy at SIA has been formed in order to ensure that this remains the

case. Therefore, any student who misses more than 15 days of school over the course of a school year may be recommended for retention in their current grade level for the following year. The school reserves the right to make exceptions to this policy in the instance of an extended absence due to medical reasons. Additionally, if a student accrues an excessive number of absences, the counselor will file a required stay potential with the juvenile courts to assist in resolving the situation.

Students who are absent from school cannot attend or participate in any other school-sponsored activities occurring on the day of the absence (concerts, athletic/academic competitions, etc.), unless advance permission has been given by the school.

In the event of a necessary absence, a parent/guardian must call the main office and report the absence by 8:00 a.m. Include the student's name, date of absence, reason for absence and parent/guardian contact number. This notification does not automatically excuse the absence (see Excused/Unexcused Absence Policy below). All questions related to attendance should be directed first to the Main Office. If not resolved, they will be forwarded on to Administration. If we are unable to verify the reason for the student's absence with the parent/guardian, the child will be considered truant.

Standardized Testing and Final Exam Attendance

To assess the effectiveness of SIA's rigorous, integrated and personalized academic curriculum, students are required to be present and take various scheduled standardized tests and final exams. The opportunity to adequately assess learning is lost due to absences.

Medical Visits

Doctor visits or other similar circumstances require a note from a parent/guardian detailing the time to be excused, reason for leaving, approximate time of return and parent/guardian phone number. Upon return, the student must provide a doctor's note verifying the appointment and excusing the absence. Absences will not be excused until a doctor's note has been received by the main office. Families will have 3 days to submit documentation to justify the absence as excused. After that time, the absence will remain as unexcused.

Tardiness/Late Pick-Up:

Students are considered tardy when they are not in class by 8:00 am on a school day. Students are required to be at school on time. If a student is excessively late to class, and the tardies are unexcused, the student may be asked to meet with Administration to discuss tardiness.

Students are also required to be picked up no later than 3:30 pm Mon-Thurs and 1:15 pm on Fridays. SIA does not have the staff capacity to supervise students past this time.

A parent/guardian will be notified in cases of habitual tardiness/late pick-up. The parent/guardian will be expected to work with the school to implement a plan to correct the problem. Should there be an emergency that prevents a student from being on time in the morning or pick up on time in the afternoon, the parent/guardian should call the office. A student may be tardy/picked up late up to five (5) times without penalty. Following the 5th tardy/late pick-up in a one week period, students will be required to attend one after-school reflection session from 3:00 pm - 4:30 pm.

Missed Classwork due to Absence:

After an absence, students are responsible for retrieving make-up assignments from their teachers. Please consult with the teacher about work that will be missed ahead of a planned absence. Students

should expect to have work to make up when they return. Students will be allowed (2) days for each day they are absent to make up work that was assigned on the date of their absence. Projects that have been previously assigned, and made known to the student, will be due on the original date assigned. If a student is absent the day a project is due, they will be expected to turn it in the next day he or she is in attendance.

Excused Absences (written statements from appropriate entities may be required):

- Illness: fever, contagious disease , illness rendering student to bed rest (Doctor's note required after the third day of absence, or for frequent, recurring illness-related absence)
- Injury resulting in temporary physical disability (Doctor's note required)
- Mental Disability (Doctor's note required)
- Emotional Disability (Doctor's note required)
- Family Emergency (At the discretion of the Principal)
- Legal Circumstance (notification from appropriate Judicial Office required)
- Religious Observance
- Absences resulting from suspensions and recommendations for expulsion
- Absences directly related to a student's homeless status
- **Any absence other than those stated above must be approved in advance by School Administration to be considered "excused."**

Unexcused Absences are defined below regardless of notification by the parent.

- Absences not properly reported by the parent/guardian
- Typically excused absences that have not been confirmed within 3 days of the absence
- Family vacations
 - See "Special Attendance Circumstances" section below
- Absences related to sports/activities not affiliated with SIA

Other Attendance Policies: When a student is absent/truant from school or from assigned classes, SIA will notify parent/guardian as quickly as possible.

Procedures for monitoring and compliance of compulsory attendance

1. All absences will be investigated by school personnel on a daily basis; the school office will call to confirm the reason a child is not at school. Please be kind, we are required by law to ensure your child's location and safety..
2. A written notification after being tardy (5) times will be sent to parents; After this point, each tardy will count as a 1/2 day absence in regards to the overall 15 absences they are allowed.
3. After five (5) unexcused absences in a year, a mandatory attendance conference will be held with the student, a parent/guardian and Administration. At this time the student will be placed on an attendance contract.

4. Students with 15 absences will be recommended for retention in their current grade for the following year.

Truancy:

When students fail to attend school, they are considered truant. Washington law requires children from age 8 to 17 to attend a public school, private school, or to receive home-based instruction as provided in subsection (4) of RCW 28A.225.010.

Once a student is determined to be habitually truant, the school administration will notify the student's parents/guardian in writing of the student's unexcused absences and of the fact that the student is habitually truant. At that time, the school will develop a plan with the goal of assisting the child to remain in school. School personnel will make reasonable efforts to meet with the parent/guardian to review and evaluate the reasons for the child's truancy.

Transportation

Spokane International Academy provides transportation to and from hubs around the Spokane Area, located within areas of high demand, during regular school hours, to all eligible students (subject to available space on the route). Good conduct and compliance with transportation rules are required to maintain the bus transportation privilege. Please inform the school office and your child's teacher/advisor if the child changes their transportation arrangements. Please see our website for updated information regarding bus hub locations and pick-up/drop off times.

Due to the limited funding we receive from the state for our transportation program, students wanting to access the bus need to ride a minimum of (3) days per week. Families need to register for a space on the bus prior to the beginning of each school year. This will allow school staff to develop accurate records of who should and should not be riding the bus, who needs to access which stop and help to plan out our overall transportation offering. Students who are not registered to ride the bus will not be allowed to access the bus until this is complete. Students will not be allowed to ride a bus other than the one they typically ride, unless cleared by the school administration, as there may not be adequate space to accommodate them that day. An SIA staff member will keep attendance on the bus each day and that information will be stored at the school in the event we need to know we got on and off the bus on a given day.

If a student who is registered to ride the bus has not ridden the bus for 10 consecutive days, they may lose their seat on the bus. This open seat will be offered to the next student on the waitlist.

Transportation provided by SIA is a privilege and students will be suspended from school bus transportation due to inappropriate behavior. Students are expected to follow all safety rules while riding the bus. It is important to remember that any time the driver must remove his/her eyes from the road to address those children who are breaking the rules, the entire bus is placed in jeopardy. Therefore we expect the children to:

1. Remain in their seats, feet and body facing forward,

2. Talk in quiet voices,
3. Obey the bus driver,
4. Speak in respectful voices,
5. Keep feet out of the aisles,
6. Refrain from eating or drinking on the bus, and
7. Keep hands to themselves and inside the bus.

If a child does not follow the rules, he/she will be referred for disciplinary action by the bus driver. The following procedures assume a typical infraction from the list above. Behavior that substantially endangers students or adults, will result in students receiving a heavier consequence earlier.

1st referral - Referral from bus driver and contact home

2nd referral - 1 week bus suspension

3rd referral - 1 month bus suspension

4th referral - Removal of bus privileges for the remainder of the year.

Arrival and Dismissal

Arrival: Students should arrive no more than 15 minutes prior to the start of school, unless prior arrangements have been made with a staff member. Students who are eating breakfast at school should report directly to the cafeteria when arriving at school.

Dismissal: Students will be dismissed at 3:15 pm Monday-Thursday and at 1:00 pm on Fridays. Students are also required to be picked up no later than 3:30 pm Mon-Thurs and 1:15 pm on Fridays. SIA does not have the staff capacity to supervise students past this time.

Please consult the school calendar for more information on schedules. It is expected that students are picked up promptly after school or ride one of SIA's buses. If a student is habitually picked up more than 10 minutes late, the school administration will work with the family to decide on an appropriate bus for the student to ride should they continue not to be picked up on time. The building will close to all students at the end of the school day, unless they are participating in an SIA activity/sport or prior arrangements have been made.

Only students who are participating in a sport/activity may stay after school past dismissal time. Siblings/friends of students may not stay for another student's activity time and must be picked up at the appropriate time. We do not have staff available to supervise students who are not participating in activities. A warning will be issued the first time, and any time after that, the student participating in the activity/sport will no longer be allowed to participate.

Students participating in an after school activity/sport must be picked up at the agreed upon time after the conclusion of the activity. Students will be allowed one late pick up during the year. After that, the student will no longer be allowed to participate in the activity.

Please make every effort to adhere to regular dismissal times. Students who are to be picked up early during the day will remain in class until the parent arrives at school. Students will not be released early

to wait in the office for when their parent/guardian arrives. This causes a disruption to the learning environment, and causes the student to miss more class time than is necessary.

Field Studies

School trips for educational or extracurricular reasons are called field studies. These studies are arranged by staff members in alignment with our curricular objectives and are of great benefit to the student.

While a member of such group:

1. Students are expected to meet the same expectations as they would on campus including demonstrating REACH values. Students will conduct themselves in the proper manner so as to protect the reputation of the school at all times. Students who violate this rule may no longer be eligible to take part in any further trips.
2. All students who are participants must ride on school-provided transportation to and from the field study.
3. All students participating in a school-sponsored trip are expected to remain at the activity and not leave at any time. Students who choose to leave will receive the same discipline they would as if they had left school grounds on a typical day.

Authorized Adult Pickup

SIA will only release students to adults who are authorized in our system to pick them up. Please provide the main office with the names and telephone numbers of adults who may pick up your child. Please remember to update the names if your family situation changes. Also, we ask you to exercise understanding in this policy as it is solely designed for the protection of your child. We will not accept verbal confirmation over the phone from a child's guardian to authorize an individual who is not listed to pick up, it must be done in person or through Skyward Family Access. For information on how to log in to your Skyward account and make these changes, please contact the main office.

Medication at School

State regulations require that all medication be given only by a doctor's written orders and dispensed from a pharmacy labeled container. Medication should be given in school only if times cannot be arranged for all doses to be given outside of school hours.

If medication must be dispensed in school please follow the procedures below.

1. Have your doctor write orders for the school to dispense medication, giving the following information:
 - Diagnosis
 - Name of drug to be given
 - Dosage

- Any side effect of which the staff should be aware
 - The length of time which the medication should be given
2. Please fill out and sign the school's medication release form.
 3. Bring the medication to the nurse/main office in pharmacy labeled bottles. Please bring a measuring tool if the medication is liquid.
 4. Medication must be left in school, it may not be sent home every night.
 5. It is the parent's responsibility to know when the dosage will run out and to supply the school with more if needed.

No medication, even non-prescription medication (cough drops, ibuprofen, Tylenol, etc.), may be brought to school and taken by students without written permission from authorized medical authority and supervised by school staff. Per Washington state law established during the 2017 legislative session, students may now bring, and self-administer, sunscreen without a note from their doctor. For health/safety reasons, staff will not apply sunscreen to students.

Health/Immunization Information

Immunizations:

Washington State Immunization law (RCW 28A.210.090; SIA Board Policy and Procedures) requires all students to present proof of these documents, on or before the first day of school. Students will not be allowed to attend school until one of these documents is presented to the office.

- Proof of full immunization
- Certificate of Exemption

The revised WA State Immunization Exemption Law (effective July 22, 2011) continues to require that all students attending public schools provide proof of immunization and now requires that parents/guardians that want to exempt their child from immunization requirements must submit an updated Certificate of Exemption for any type of exemption (medical, religious or philosophical). The exemption form must be signed by a health care provider stating that the parent/guardian has received information about the benefits and risks of immunizations. The exemption form can be signed by the parent/guardian if they demonstrate membership in a religious body that does not believe in medical treatment by a health care provider.

Dress Code

The purpose of the SIA dress code is to create a professional, safe and respectful community where students can place their sole focus on learning. The dress code is in effect from the start of the school day until all requirements of the day are completed. The Dress Code will be enforced at all times students are on campus. **See Appendix B for Dress Code details.**

SIA faculty and staff reserve the sole right to interpret and enforce the student dress code. Students who violate the dress code will be required to change into a complete SIA school-sanctioned uniform. Note: A phone call home to request appropriate clothing to be brought to school or the sending the student home for failure to comply is solely determined by the Administration.

PE Dress Code: Students are required to wear sneakers appropriate for athletic activity, though they should not have dark soles that would mark up the floors.

Parent/Guardian Visitors

All parents/guardians and visitors notify the school of a visit prior to the time they wish to visit. There may be times where visitors in the building may not be appropriate (state testing, emergency drills, etc.) and this allows the school to ensure a pleasant visit. The school reserves the right to refuse visitation to the school depending on the circumstances of the visit. SIA will not unreasonably withhold access to the building to a parent/guardian.

All visitors must sign-in and sign-out at the front desk & may be required to show photo identification when they enter or leave the building. Parents/Guardians are expected to abide by the school's visitor rules and core values in all interactions with faculty, staff, administration, other parents and students. Visitors will be asked to leave campus if the school's core values are not practiced. Parents/Guardians and visitors are asked to refrain from using their cell phones inside of the building when it could be distracting to the learning environment.

Student Phone Usage

In order to limit disruption to the classroom, students will not be called to the telephone except in cases of emergency. With permission from a staff member, students may use the office telephone to make necessary phone calls.

Students are prohibited from using cell phones anytime during the school day. If any SIA staff member hears or sees a student's cell phone, the following protocol will be administered:

First offense - Student phone is confiscated and given to the office. Students may pick up the phone after school.

Second offense - Student phone is confiscated and given to the office. Parents must pick up the phone from the office.

Third offense - Students will enter into a cell phone agreement with administration. This agreement will require students to check in/out their phone each school day.

Students are permitted to use cell phones ONLY before and after school, when outside of the building. Students must silence all "smart watches" so the notifications received do not distract the learning environment.

Deliveries to Students

If a student leaves items at home, those items may be delivered to school and left in the main office for the student to pick up. Students will be contacted during an appropriate time to retrieve their items.

Due to the distraction it causes to the learning environment, items such as balloons, flowers, food deliveries, etc. will not be delivered to the student during the day.

Section 2: Academic Policies

Curriculum Overview

Spokane International Academy's educational standards set the expectations for student learning and enable the school to monitor the progression of student learning over time. They also ensure consistency across each grade level and from one grade level to the next. Assessments inform students and teachers on content knowledge and skill acquisition. The assessments and curriculum are aligned to local, state and national standards, and SIA is committed to ensuring that all assessments are valid, reliable and fair.

A BROAD, BALANCED CURRICULUM

The learning standards and identified curriculum will provide:

- The necessary understanding, knowledge and skills for learners to progress, well prepared, to the next educational stage
- An appropriate volume of content and standard of difficulty
- A spiral approach to skill development with concepts revisited and engaged with at deeper levels in different contexts, dependent on the learner's developmental stages
- A balance of subjects covering different educational processes, objectives and content, developing a holistic set of skills and knowledge
- College-prep style coursework to ensure our students are prepared to successfully complete advanced courses in high school

A CURRICULUM THAT SUPPORTS THE DEVELOPMENT OF LEARNERS

The concepts of breadth and balance anchor Spokane International Academy's mission *to prepare students with the necessary skills to become leaders who will powerfully transform their communities*. Spokane International Academy combines the Common Core State Standards (CCSS), Next Generation Science Standards, and Washington State Social Studies Standards. Careful planning and coordination will ensure that any learning differences are clearly understood and accommodated. This curriculum prepares students to be successful in advanced courses in high school. For a complete and detailed list of standards for each grade level, please contact your child's teacher or the main office.

International Mindedness/Global Competence

The global competence focus at SIA is truly what separates our academic program from all others in our area. SIA is committed to helping to increase our students' global worldview through access to rich, engaging, challenging, current, diverse and innovative globally focused curriculum.

This is an incredible opportunity for students and families to grow their global worldviews. However, over time we have experienced push back from some families who may not wish their children to study such topics as are listed below. We encourage you to think deeply about your family's own views on these topics and to use that to inform your choice about attending SIA. The global competence aspect is woven throughout our entire program and we do have a mission to build international-mindedness in our students. Should this not align with your perception of the purpose of school we encourage you to seek a school that does not have this same commitment.

Primary Academy: Students in Kindergarten - 5th grade participate in their global education through the region of study focus. Each grade level has a particular region of study they focus on throughout the year to develop cultural understanding and empathy. This is done through the study of literature, architecture, customs/celebrations, norms, etc so that students may begin to build a broader understanding of the world.

Kindergarten - North and Central America

1st Grade - South America

2nd Grade - Asia

3rd Grade - Oceania

4th Grade - Africa

5th Grade - Europe

Middle Academy: Students in our Middle Academy do not have a region of focus, they instead have a course called Global Perspectives. This course focuses on issues related to global society, geography, environment, education, economy, and politics. Students are asked to not only investigate and research these topics, but also to begin to develop a worldview on how these issues play out on the world stage. In order to study these topics with depth and authenticity, SIA uses a variety of materials from multiple sources.

Topics students discuss at the Middle Academy include: Black Lives Matter, privilege, major world religions (Islam, Christianity, Judaism, Hinduism, Taoism, etc.), world economic structures, social entrepreneurship, micro financing, slavery (historic and modern), government structures and how they impact the lives of the people in those countries, endangered languages, sports mascots, world holidays and celebrations, systemic/historic racism, ancestry/genetics, use of propaganda, global warming, social justice, environmental sustainability and stewardship, etc.

Examples of sources used for topics studied: [Junior Scholastic Magazine](#), [Learning For Justice](#), [Participate Education](#) (formerly VIF Intl. Education), [INTERACT Simulations](#), [TED videos](#), [Kiva.org](#), [Black Lens](#) (local newspaper), Movies ([Race](#), [42](#), [13th](#), [Coco](#), [Book of Life](#), [Blue Planet](#), [Planet Earth](#), [Girl Rising](#), [Living on One Dollar](#)), guest speakers (GU intl. students, refugees, religious leaders, local

authors, community representatives, SIA parents speaking about their careers and travel experiences and primary source materials.

Organizations with whom we partner: [Kiva.org](https://www.kiva.org), [Generation Alive](https://www.generationalive.org) and [World Relief](https://www.worldrelief.org).

Students are expected to develop their global competence by demonstrating the following characteristics while studying global perspectives at SIA:

Investigate the World

Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems - problems for which there may not be one right answer, but can be systemically engaged intellectually and emotionally. Their questions are globally significant, questions that address important phenomena and events that are relevant world wide, in their own communities and across the globe.

Weigh Perspectives

Globally competent students recognize that they have a particular perspective, and that others may or may not share it. They are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views.

Communicate Ideas

Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors and that they may perceive different meanings from the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences.

Take Action

What skills and knowledge will it take to go from learning about the world to making a difference in the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we didn't know we needed.

Opting-out of curriculum

Staff at SIA go through a lengthy internal process of discussion and research when deciding on resources to include in their curriculum. All resources that may be considered sensitive in nature are discussed with, and approved by, the Principal or Head of School and the curriculum approval committee on our Board of Directors. All content discussed in class and through activities directly correlates with knowledge students are expected to demonstrate at the end of each course, or per Washington state law. As such, students are expected to participate in all aspects of the curriculum and of material being covered in class. This includes, but is not limited to, novels being studied, field

studies, scientific theories, global conflict/strife, videos being shown, etc. Parents/guardians are welcome to request the opportunity to view any materials that are being used in our curriculum.

Parents/guardians who choose to have their student not participate in activities may set up a meeting with the principal prior to the activity to discuss their reasoning. If it is deemed that the student will not participate, an alternate, but equally weighted, assignment will be provided to the family. The student is expected to complete this assignment as part of their overall grade in lieu of the original assignment. This will be done on a very rare occasion and should not be the expectation.

Human Growth and Development Curriculum: All students in grades 5th - 8th participate in Human Growth and Development curriculum. We believe that parents are the primary source for sexual/health education and commit to only covering content that is required to be covered via requirements set forth by the state of Washington. The materials we are using are state approved curricula and have been pared down to cover only the necessary components. Materials being used during this unit will be made available for preview by families at least 30 days prior to the unit being taught.

If you wish to exclude your child from either the sex education or the HIV/AIDS portion of the unit, you may do so by completing the form provided by the teacher prior to the unit. Your student will then receive an alternative assignment and will spend those class periods in another location with another supervising adult.

Spokane Virtual Learning (SVL) Participation

SIA partners with Spokane Public Schools (SPS) to offer access to the course library offered via Spokane Virtual Learning (SVL) on a case-by-case basis. This opportunity is available to students who demonstrate proficiency in a subject that exceeds the ability to offer that learning environment on SIA's campus. For example, students that transfer to SIA that are participating at an advanced level in math that is not offered at our Middle Academy. These students could enroll in SVL for their course and complete coursework during their regularly scheduled math block during the day.

However, SIA will not allow students to be enrolled in a course at SIA and the same, or substantially similar, course with SVL. For example, students receiving instruction in an 8th grade science course at SIA that is aligned with the Next Generation Science Standards (NGSS) would not be allowed to enroll in an 8th grade NGSS aligned science course through SVL that would replace the course offered at SIA. Should a parent wish to pursue this as a supplement to the instruction they are receiving at SIA, the parent should work with SPS to see if they could be added independently from a relationship with SIA. In this instance however, SIA will not sign off to monitor the student's work or share in any of the cost of the student's participation in the course.

Additionally, high school students with credit deficiency may be required to complete a self-paced online course in the deficient subject area using a program called APEX. There is no cost to the student for completing an APEX course. Students will work with the counselor, who will regularly monitor their progress and ensure compliance.

High School Courses

SIA launched our high school program in the fall of 2021 as an extension of the already established K-8 program.

To learn more about the program and requirements for the high school, please visit the course guide [HERE](#).

Highly Capable Program

SIA will provide services for students who qualify as highly capable. State law requires schools to identify and serve students whom they qualify as highly capable. The highly capable program is designed to meet the needs of students with exceptionally high ability. Students are identified based on Verbal (English Language Arts) and/or Quantitative (Math) skills and are provided services only in the areas in which they qualify. All students in kindergarten and 5th grade will be assessed to determine services at SIA. Students who do not score within the anticipated range may retake the assessment during the fall of the following school year. Students will not be allowed to retake the test during the course of the same school year. Should a student qualify and the parents wish for them to not receive services, the parent has the right to refuse highly capable services for their child.

Identified students at the Primary Academy receive Highly Capable services through differentiated literacy and math experiences in their classroom. This includes: grouping with students of like exceptional ability, more challenging classwork, opportunities for acceleration of content via Lexia and ST Math/Khan Academy and opportunities for increased inquiry during other content provided during class. There is also a pull out option where students meet with the highly capable teacher at least twice per week for extension learning and support.

Identified students at the Middle Academy will receive opportunities for differentiated classwork throughout their schedule, but primarily in their English and math courses. Students will have the opportunity to take math courses typically designed for older students for high school credit, read higher level texts in their English class, and be challenged with more open-ended inquiry opportunities in the other courses for which they are enrolled.

Eligibility criteria used to determine placement in the highly capable program:

Grade Band	K-2nd Grade	3rd-5th Grade	6th-8th Grade
Nomination/Referral	Teacher/Parent Form	Teacher/Parent Form	Teacher/Parent Form
Evaluation Criteria	● CogAT (V, Q) ● Running Records (Adv level) ● Lexia Core5 ● ST Math ● Internal	● CogAT (V, Q) ● Running Records (Adv level) ● Lexia Core5 ● Level 4 on SBA (Math	● CogAT (V, Q) ● Internal assessments ● Level 4 on SBA (Math and/or ELA) ● MAP Scores

	assessments • Work samples • Report Card	and/or ELA) • Internal assessments • Work samples • Report Card	• Work samples • Report card
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For more information related to highly capable services at SIA please visit the Highly Capable Program page on our website.

Accelerated Math Placement (Middle Academy)

To accelerate a grade level in math students must meet all of the following criteria:

- Score a Level 4 on the SBAC during the previous testing period
- Demonstrate proficiency in MAP testing
- Have an “A” or equivalent in their current math class
- Demonstrate a high motivation level and excellent work ethic
- Receive a positive recommendation from their math teacher
- Parent/Guardian permission

Other Considerations for students to move forward in math:

- A team meeting will occur regarding placement that will include the student, a family member, and an SIA school representative for a final placement decision.
- Students will be required to complete prescribed Khan Academy activities in the math being skipped over the summer between the two school years to ensure students don’t have any gaps in learning.
 - Examples:
 - A 6th grade student could complete all of the Khan Academy skills related to Pre-Algebra and accelerate into Algebra for 7th grade.
 - A 7th grader could be in 7th grade math and complete the Khan Academy Pre-Algebra work at home and be moved into Algebra for 8th grade.

Notes:

- Students may not accelerate past high school credit math courses such as Algebra and Geometry because they are graduation requirements.
- All final course placements will be made by SIA staff in consultation with families
- Should SIA not have the teacher capacity to offer an accelerated math course (Algebra II, Pre-Calculus, Calculus) then students will be allowed to take that course via Spokane Virtual Learning during their academic day at SIA. The cost for the course will be covered by SIA.

Academic Honesty Policy

Academic integrity is at the center of SIA's commitment to its REACH Core Values: Respect, Enthusiasm, Achievement, Citizenship and Hard Work. Learning is based on mutual trust and respect between teacher and student. SIA expects students to ask for assistance, to have the enthusiasm to research their ideas and, above all, to do their best in all of their work.

Academic misconduct violations are defined as behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more areas of the academic program. Examples of this include plagiarism, cheating and copying. Additionally, any of the following acts, without full acknowledgement of the original source, are also violations of the Academic Honesty Policy:

- Direct duplication by copying another's work, whether from a book, article, web site, another student's assignment, to include the improper use of artificial intelligence.
- Allowing another student to copy your assignment
- Inclusion of images, text or other forms of media, in whole or in part, from the internet or other electronic resource without proper citation
- Duplication in any manner of another student's work during a quiz, test, or exam
- Possessing *any* unauthorized documents or resources during class time, including cheat sheets, calculators or digital resources on the internet
- Paraphrasing another's work closely, with minor changes, but with the essential meaning, form, and/or progression of ideas without proper citation.
- Submitting one's own work that has previously been submitted for assessment purposes in another subject or at another school
- Producing assignments with other people (another student, a tutor) that should be your own independent work
- Pressuring others to violate the Academic Honesty Policy
- Presenting group work as your independent work, or presenting an individual's work as that of a group
- Falsifying or fabricating information, data, or sources
- Disruptive behavior during assessments that creates an environment not conducive to learning
- Improper use of (AI: Artificial Intelligence refers to computer systems or software designed to perform tasks that typically require human intelligence, such as problem-solving, learning, and decision-making.) This includes Submitting AI-generated work as one's own without proper attribution. Using AI to gain unauthorized access to answers or solutions during examinations. Collaborating with AI systems or individuals in a manner that violates academic integrity guidelines.

Consequences of Academic Honor Code Violations:

1st Academic Honor Code Violation:

- Receive a failing grade on the assignment
- Serve a one (1) day suspension
- Complete extensive intervention assignments (reflection essays, interviews, research, etc.)

2nd Academic Honor Code Violation:

- Receive a failing grade on the assignment
- Serve a three (3) day suspension

- Complete extensive intervention assignments (reflection essays, interviews, research, etc.)

3rd Academic Honor Code Violation:

- Receive a failing grade in the course
- Expulsion from SIA

Each student will participate in an Academic Honesty Policy mini-course in their advisory course. The course will cover principles of academic integrity, review the Academic Honesty Policy and allow students to ask questions to ensure that they understand and can abide by the policy. Students are required to sign the Academic Honor Code pledge (see below) and commit to upholding it throughout the year. Families will also be asked to sign a statement of support.

Academic Honor Code Pledge: *I accept the responsibilities for maintaining honorable behavior in all academic work, in maintaining and promoting personal academic integrity, and to only submit individual work that is completely my own or properly cited. I understand that should I act in a way that is contrary to the Academic Honesty Policy, I will accept the consequences of my actions, whatever they are.*

State Testing Participation

Students will take the Smarter Balanced Assessment Consortium (SBAC) test, as required by the state of Washington. Students will begin participating in the SBAC in 3rd grade. Students will take the following assessments in grades 3-11. SIA typically conducts these assessments during the last half of the month of May. Students scores are made available to SIA shortly following the completion of the assessment. You may also access our school's assessment history by visiting the OSPI website at www.k12.wa.us. The Table below lists the assessments that will be completed by students in each grade.

<u>Grade</u>	<u>ELA</u>	<u>Math</u>	<u>Science</u>
3rd	X	X	
4th	X	X	
5th	X	X	X
6th	X	X	
7th	X	X	
8th	X	X	X
9th			
10th	X	X	
11th			X

Academic Effort

SIA fosters a rigorous academic environment that prepares students to excel in career/college and beyond. Consistently living the Core Value of *Hard Work* is critical to academic success at SIA. The school expects students to give their best effort every day on all academic work.

Homework:

SIA is not a “no homework school”. We allow adequate time during the day for completion of a majority of the daily assignments and projects students are assigned. However, if students are unable to complete their work during the school day, for whatever reason, they may be required to take it home to complete and turn in the following day, or on the specified due date. **Timely completion of all assignments/projects at SIA is mandatory.**

- Homework that all students should do on a nightly basis includes: Reviewing previously learned material for upcoming assessments, reading a book for pleasure for at least 20 minutes each night (All grades), and reviewing math facts.
- Checking/updating their Google calendar with important dates and events (Middle Academy).
- 8th grade students will also be required to complete their Community Project outside of the school day. This includes all research, volunteer hours and reflections. Time will be given during the day to better understand how to complete the project and to ask advisors questions about their work. However, there will not be dedicated time to complete aspects of it while at school.

Homework - Parent/Guardian Role:

Parents/Guardians must be aware that students may need to complete assignments at home and support their student in doing so. They are expected to actively check and review homework, if assigned, periodically check student grades online, review Google classroom calendars for upcoming deadlines/quiz or test dates, and to let their child’s advisor know if their child is struggling with work. Parents/Guardians may encourage students to complete their homework, but should *never* do it for them.

Lunch Detention:

Lunch/After School Detention is assigned to students who do not complete homework assignments or are not using their class time effectively. These students are required to stay in during lunch or after school on that academic day to complete their assignments. This is **mandatory** when assigned. Teachers have the sole discretion in determining whether or not a student’s homework is deemed complete and/or acceptable. Students may also be assigned Lunch/After School detention for disorganized work and materials. Whether the school engages in lunch or after school detention as a consequence in a given school year is at the discretion of the Administrative Team.

Lunch/After School Detention is also assigned to students who violate the core behavior expectations at SIA. These assignments will be made by any SIA staff in concert with an Associate Principal or Principal.

Lunch/After School Detention is assigned to students who are tardy to their classes five (5) or more times in a period of five (5) school days.

Failure to report to detention will result in mandatory attendance at detention the next academic day as well as a consequence deemed appropriate by school administration (morning or afternoon detention, suspension, etc.)

Advisory Program (Middle Academy)

SIA's Advisory Program is an essential part of creating a powerful learning community centered on core values. Students are assigned to an advisor with a group of grade level peers. The advisor is committed to knowing each advisee and to providing counsel, guidance and support. The Advisory Program provides an important human context for academic planning, goal-setting, school-to-home communications, team building and reflection. **Advisors serve as the primary contact for parents/guardians and facilitate communication between teachers and other resource personnel.** Parents/Guardians with general concerns should first contact the advisor, who will resolve the situation or facilitate further conversations. Advisors will also facilitate a student-led conference twice per year (November and April).

The primary goals of the SIA Advisory Program are as follows:

1. Teach, instill and live the SIA Core Values in and out of the school community
2. Provide adult and peer support both culturally and academically
3. Establish camaraderie and accountability in a smaller group within the larger SIA community
4. Recognize and celebrate individual and community accomplishments

Grading and Assessment

Philosophy of Assessment:

“What is needed is a process of assessment which is as valid as possible, in the sense that it really assesses the whole endowment and personality of the pupil in relation to the next stage of his/her life, but at the same time sufficiently reliable to assure pupils, parents, teachers, and receiving institutions that justice is being done. Yet such a process must not, by its backwash effect, distort good teaching, nor be too slow, nor absorb too much of our scarce educational resources.”

Alec Peterson (1971), First General of the International Baccalaureate

Principles and Practices of Assessment:

Assessment at SIA is designed to give all learners access to a rigorous curriculum aligned to the standards, practices, and content expectations of a student's grade level as determined by local, state and national standards. We utilize various assessment tools and practices in order to accommodate all learners as well as to support them, motivate them and monitor their progress.

Student assessment practices at SIA employ both formative assessments (assessments for learning) and summative assessments (assessments of learning).

Formative assessments are ongoing and given throughout the teaching and learning process. These formal and informal assessments help teachers to identify student needs and plan for future instruction.

They also enable students to track and engage in their own individual learning. Assessment for learning provides students with meaningful feedback to improve the quality of their work. Such feedback may come in the form of written or oral comments with the goal of providing the most timely feedback as possible. This includes any task teachers and students use to gather evidence for the purpose of improving learning as the learning is taking place. Examples of formative assessments include: practice problems, interactive notebook/process journal checks, “exit tickets” and other regularly scheduled checks for understanding.

Summative assessments occur after a unit or topic of study and are used to determine the degree of understanding. Summatives are based on evidence of learning regarding a specific criterion. Summatives may include, but are not limited to, during and post inquiry unit assessments, curriculum assessments, as well as state standardized tests. If a student fails to demonstrate proficiency on an assessment, or if they choose to work toward further mastery of the assessed content, they may arrange a time to reassess. Summative tasks are the only tasks teachers use to determine a student’s report card/final grade. Teachers use task-specific, year appropriate rubrics for each subject area.

Ongoing assessments enable all students to take control of their own learning while providing a clear vision of the goal. Accommodations, modifications and extensions are utilized as needed (See SIA’s practices and policies on inclusive learning environments).

Primary Academy Grading Scale (Standards-Based):

In grades K-5, students receive a standards based grade for each standard in Math, English Language Arts, science, social studies, elective courses and their understanding of their region of focus. Students will receive a score of 1-4 based on their demonstrated level of proficiency on a range of tasks related to that standard. Students scoring a 3 or above will be deemed as working at/above grade level.

Score	1	2	3	4
Description	Not Meeting Standard	Approaching Standard	Meeting Standard	Exceeding Standard

Middle/High School Grading Scale (Standards-Based):

The Middle Academy will implement a standards-based grading scale for all academic courses. Students will be assigned a variety of opportunities to demonstrate their understanding of the local, state or national standards aligned with their grade level and content being studied. These opportunities include: classwork, labs, projects, papers and assessments. Below is the Standards-Based grading scale used by SIA to determine student proficiency of grade level standards.

Score	1	2	3	4
Description	Not Meeting Standard	Approaching Standard	Meeting Standard	Exceeding Standard

Standards based grades will be converted to a letter grade for any courses that are being offered for high school credit. For more information on how this will be done, please view the high school course guide [HERE](#).

Missing Work, Make-Up Work and Late Work:

After absences, students are responsible for asking their teachers for make-up work the day they return and in person. Due to the amount of students each teacher works with on a daily basis, the teachers will not approach a student with work missed while absent. If the student fails to request the work from their teacher, the student will not receive credit for that assignment and will not be allowed further time to make that up. **See Appendix C for current Make-Up Work and Late Work Procedures and Policy.**

Report Cards and Progress Reports (Middle Academy)

The school year is divided into 2 semesters. Students receive report cards at the end of each semester. Progress reports will be issued periodically during each semester. Parents may also access their child's grades online at any time through the Skyward Family Access Login button on the homepage of our website. For details on how to login, please call the main office.

Honors and Awards

Students will also receive REACH Shields and other small forms of recognition as they demonstrate our core values and progress through our online support programs. Students in the Middle Academy can also earn points towards their house total.

Primary Academy Promotion Requirements

Placement, promotion, and retention decisions shall be made in the best interest of the student after a careful evaluation of all accessible data. The educational program at SIA provides for the continuous progress of children from grade to grade. However, a student must show consistent proficiency in the standards of their current grade level in order to be promoted to the next grade the following year. Students who do not show proficiency in grade level standards may be retained at their current grade level for the following year. Below are the metrics with which SIA staff will determine the promotion eligibility of a student:

Promotion Requirements:

- **Language Arts (Reading/Writing)**
 - Lexia - Complete all grade level activities prior to June 1st of the current school year
 - Reading Comprehension - 70% or above on end of the year reading comprehension assessment
 - Writing - Consistently demonstrates grade level quality writing in their daily work
 - Interim Assessments - Students must consistently demonstrate grade level proficiency on school-created interim assessments by the end of the school year
 - State Assessment (SBAC, 3rd grade and above)

- Level 1 - Students scoring Level 1 on the state assessment will be recommended for retention for the following school year.
 - Level 2 - Students may be promoted if they score a Level 2 on the state assessment **if** they demonstrate grade level proficiency in the above-mentioned items **and** receive a recommendation from their teacher to move on.
 - Level 3 or 4 - Students receiving a Level 3 or 4 (On Grade) will be recommended for promotion given they meet the above mentioned criteria as well.
- Math
 - ST Math (K-2nd) - Complete all grade level activities prior to June 1st of the current school year
 - Khan Academy (3rd-5th) - Complete all assigned objectives at the grade level of the student accessing the program.
 - Interim Assessments - Students must consistently demonstrate grade level proficiency on school created interim assessments by the end of the school year
 - State Assessment (SBAC, 3rd grade and above):
 - Level 1 - Students scoring Level 1 on the state assessment will be automatically retained for the following school year.
 - Level 2 - Students may be promoted if they score a Level 2 on the state assessment **if** they demonstrate grade level proficiency in the above mentioned items **and** receive a recommendation from their teacher to move on.
 - Level 3 or 4 - Students receiving a Level 3 or 4 (On Grade) will be recommended for promotion given they meet the above mentioned criteria as well.
- Social Emotional
 - REACH values - Students must consistently demonstrate age-appropriate awareness and application of the core values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work.
 - Relative Maturity for Age - Students may be retained if their overall maturity level would cause them to be less successful the following school year **and** has impacted their academic growth for the current school year.

The school recognizes that the rate of physical, social, emotional, and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics will be taken into account when making this decision.

Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. In evaluating student achievement, each teacher shall make use of all available information, including results of interim exams, ongoing/daily student work, standardized-test results and teacher observation of student performance.

Students who consistently do not show the core values of SIA may also be retained at their current grade level to allow them time to develop necessary character attributes and perseverance for higher level work in upper grades. This decision to do so will be a result of ongoing communication with the family throughout the year, but remains at the sole discretion of SIA staff and administrators.

Middle Academy Promotion Requirements

To be promoted to the next grade, all students must:

1. Demonstrate an appropriate level of proficiency in all assessed standards. This includes all academic courses the student is enrolled in. Students and guardians have access to check the grades online throughout the year using the Skyward Family Access Login button on our homepage. It is expected that families are doing this on a regular basis to ensure they are tracking how the student is doing.
2. Failing grades - Students who consistently demonstrate below grade level understanding of standards for any course as the final grade in any academic semester will automatically be retained in that grade for the following school year and will be required to repeat all of their academic courses, including those successfully completed.
3. Complete at least (20) hours of approved community service (ask advisory teacher for clarification)
4. State Assessment (SBAC):
 - Level 1 - Students scoring Level 1 on the state assessment will be recommended for retention for the following school year (unless otherwise determined due to a student's IEP)
 - Level 2 - Students may be promoted if they score a Level 2 on the state assessment **if** they demonstrate grade level proficiency in the above mentioned items **and** receive a recommendation from their teachers to move on.
 - Level 3 or 4 - Students receiving a Level 3 (On Grade) will be recommended for promotion given they meet the above mentioned criteria as well.
5. Social Emotional:
 - REACH values - Students must consistently demonstrate age-appropriate awareness and application of the core values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work.
 - Relative Maturity for Age - Students may be retained if their overall maturity level would cause them to be less successful the following school year **and** has impacted their academic growth for the current school year.

A final decision on retention will be made following the conclusion of the school year.

Parent(s)/guardian(s) who would like to contest the retention of their student may do so by making a formal request for a hearing to the SIA Board of Directors. All decisions made by the board in regards to retention are considered final.

Promotion/Retention of students with an IEP/504 Plans:

Students with an IEP or 504 plan participate in general education classes whenever appropriate as determined by the student's IEP and the IEP team. The classes these students participate in have a modified curriculum that aligns with a student's goals as stated in their plan. Many of these classes also have extra staff to help support these students in their attainment of the knowledge and skills being presented. As such, a student with an IEP/504 is still expected to maintain the grade and community

service expectations listed above. Please inquire with our Director of Special Services with further questions related to this requirement.

Section 3: REACH Values and Discipline

The SIA community is founded on the five core values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work. These REACH Values foster self-improvement, individual growth and character development and help define SIAs rules and behavioral expectations. For personal benefit and that of the entire school community, students are expected to consistently live the core values and support their peers in doing so. School authorities have the right and responsibility to manage student conduct and to ensure an orderly and safe learning environment. Conduct that disrupts learning, threatens school operations, interferes with the rights and privileges of community members, endangers health and safety or damages property will not be tolerated.

SIA's REACH values help frame a set of specific expectations. However, unpredictable situations and circumstances will arise and will be handled with common sense and in a manner consistent with the guidelines and policies established herein. Behavioral consequences will always be determined with mutual respect for all involved parties, focused on the safety and development of our students. SIA will make every effort to ensure that behavior consequences are explicit, timely, consistent, age-appropriate, involve parents, respect individual differences, maximize student learning and ultimately address the needs of the student, as well as the overall school community.

SIA's REACH Values and behavioral expectations apply during school, on school grounds, at school sanctioned activities or events, in school vehicles, on social media when involving our students and at school functions that occur off campus. Any violation of school rules during these times will result in disciplinary measures and/or notification of law enforcement authorities.

Student Behavior Expectations

Respect:

Students are expected to communicate respect for teachers and peers through appropriate actions, words, tone of voice and body language. Unacceptable behavior may include, but is not limited to: bullying, offensive language, offensive gestures, talking back, disrespecting a staff member, ignoring or refusing to comply with a staff request, disrupting class or another student's learning, threatening, slandering, sexual harassment, stealing and fighting.

Enthusiasm:

Students are expected to demonstrate a willingness and desire to learn new things and be challenged every day at school. Unacceptable behavior would include refusing to complete work that has been assigned, unwillingness to try something new, or responding inappropriately when faced with challenging work.

Achievement:

Students are expected to do work to the highest of their abilities whenever given a task to complete, and to complete their own work. Unacceptable behavior would include students turning in work that they

know is not to their best ability, copying or intentionally plagiarizing the work of others, accepting grades on assignments and tests that are lower than what they are capable of receiving.

Citizenship:

Students are expected to aid in the creation of an environment where all students feel valued for who they are and the unique contributions we all bring to SIA. Unacceptable behavior would include bullying, harassment, intentional discrimination of a student/staff member, and intentionally not consistently displaying our REACH core values.

Hard Work:

Students will experience situations that challenge them to develop their academic ability, strength of character and global worldview on a daily basis. Students are expected to work through these regardless of the circumstances, because by persevering through difficulty we become stronger. Unacceptable behavior would include students choosing not to do assignments/activities, turning in work that is below their ability, not facing challenges with a willing attitude and spirit.

Learner Profile

The aim of our program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The learner profile represents 10 learning attributes. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

SIA students strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of subjects. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Discipline Process

Teachers work most closely with students and therefore carry the bulk of discipline responsibility. Should a teacher have a discipline incident with a student, the teacher will work to correct the problem with the student by issuing a warning, by scheduling a mandatory conference at the earliest possible moment or by other disciplinary action. All SIA students have the right to school environments that are safe and free from distractions.

A Disciplinary Referral will be issued when a teacher deems an incident more serious. A Disciplinary Referral may be issued for the following: disobedient behavior, fighting, bad language, poor attitude, rebellion, noncompliance, disregard for school rules or property or similar incidents. Students will not be sent to the office for inappropriate behavior without a written "Disciplinary Referral".

The report will state the facts of the incident and action taken. Necessary parties will receive a copy of the report. The parent/guardian will receive a phone call from the principal as soon as possible and may receive a copy of the report, if deemed necessary. Consequences will depend upon the incident. Repeated discipline referrals will lead to suspension and possibly expulsion.

Consequences

The purpose of disciplinary consequences is to ensure that students and the community maintain complete focus on learning and growth. Inappropriate student behavior impacts individuals and exacts a cost on the larger school community. Students must understand that they are accountable to their peers and to the values and expectations of the community as a whole. Family involvement is expected to ensure prompt resolution of problems and inappropriate behavior.

Policies

Drugs, Alcohol and Tobacco:

Possession, distribution, use or sale of alcohol, tobacco or illicit drugs is prohibited on school grounds, at any school-sanctioned activity, in school vehicles, or at any time or in any place where such conduct interferes with or obstructs the educational program/operations of the school, or the health and safety of the community. Distribution includes situations where a student brings drugs or controlled substances to share. Selling includes bartering or exchanging controlled substances for another item or a gift.

Violation of this policy will lead to recommendation for expulsion.

Weapons:

Knives, explosives or weapons of any type are not permitted in school, on campus, in school vehicles or at any off-campus, school-related activities or events. Possession of any such weapons or items that appear to be weapons will result in Spokane Police involvement and possible expulsion.

Guns are not permitted anywhere on campus or at any off-campus, school-related activities or events. Possession of a gun will result in an automatic expulsion.

Gang Activity:

The term “gang” refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

Prohibition of gang-related actions will be determined at the discretion of the staff. Consequences will be determined according to the circumstances of the infraction.

Student Searches and Seizures:

School property is under the control of the school. If reasonable suspicion exists (illegal, disruptive, general nuisance to the educational process), searches on school property (including, but not limited to, lockers and vehicles parked on school property) may be conducted at the discretion of the administration. Upon reasonable suspicion of illegal or unauthorized materials, school authorities may search a student’s person and/or personal property, desk area or backpack. School officials may detain students upon reasonable suspicion that they possess drugs, narcotics, weapons, explosives or other dangerous contraband that constitute clear and imminent danger to the safety and welfare of community/property. School authorities are permitted to seize any items that are found to be detrimental to the school community/property for evidence. Furthermore, school officials will notify parents/guardians and law enforcement agencies of such possession.

Physical Restraint:

Corporal punishment is defined as intentional infliction of physical pain as a method of changing behavior. **Under no circumstances will corporal punishment be administered at SIA.** Physical restraint and intervention by trained staff is allowed in situations where:

- Reasonable physical restraint and/or time-out as a means to protect the student being restrained or others from a serious, probable, imminent threat of bodily harm;

- In cases of emergency when other less restrictive alternatives have failed or the staff member determines that such alternatives would be inappropriate or ineffective under the circumstances;
- An emergency is a serious, probable, imminent threat of bodily harm to self or others where there is the present ability to effect such harm.

Any such acts are not in conflict with the legal definition of child abuse and will not be construed to constitute corporal punishment within the meaning and intention of this policy.

Actions that Will Warrant Interventions or Suspensions

A student may be suspended for prohibited conduct if the act is related to school activity or school attendance occurring anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during, going to, or coming from a school-sponsored activity; d) or when the activity involves another student from SIA, regardless of the location.

Habitually Disruptive Students

Spokane International Academy is unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

In situations where students may be considered disruptive, SIA will follow the following procedures. Students found to be disruptive to the learning environment will be asked to complete a REACH sheet and discuss the situation with their teacher or the building principal or designee.

Students demonstrating the above mentioned behaviors will be removed from class and their guardian will receive a phone call asking for the student to be picked up from school.

Suspensions

Severity of Behavior and Suspension Length:

SIA will differentiate the length of suspension from school, based on the behavior exhibited by the student. This list is meant to serve as a guide to staff in making decisions as well as a general example to be referenced by students and families. This list is not meant to be comprehensive as there are a number of variations of certain behaviors that could be exhibited.

Length of Suspension	Example Behaviors
1 Day	● Disrespect of an adult, including rolling eyes, or other such body language, defiance or rudeness ● Disrespect of a fellow student, such as name-calling, insulting, eye-rolling, or intentionally excluding others from activities ● Disrespect of the school, such as drawing on a table or book, taking school supplies without permission ● Leaving class without permission ● Intentional disruption of class ● Unwillingness to work in class during the school day
3 Days	● Unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums ● Use of inappropriate language ● Disrupted school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties ● Cause or attempted to cause damage to school property or private property ● “Skipping” class during the school day, choosing not to report to where they are supposed to be, or leaving the school campus or an event without permission to do so
5 Days	● Caused, attempted to cause, or threatened to cause physical injury to another person ● Willfully used force of violence upon the person of another, except self-defense ● Committed an obscene act or engaged in profanity or vulgarity ● Engaged in, or attempted to engage in hazing activities ● Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. ● Engaged in any act of bullying, including, but not limited to, bully committed by means of an electronic act (cyber bullying)
Automatic Separation from School (Expulsion)	● Harassed, threatened, or intimidated staff or a student who is a witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness ● Robbery ● First or second degree assault, and sexual assault

	• Possession, sale or distribution of, or intent to sell or distribute, unauthorized drugs or controlled substances • Carrying, bringing, using, or possessing a dangerous weapon without the authorization of the school or District (including any firearm or firearm facsimile that could reasonably be mistaken for an actual firearm, spring action or compressed air devices such as BB guns, fixed-blade knives with blades longer than 3", pocket knives with blades longer than 3.5", spring-loaded knives, and any other objects used or intended to be used to inflict death or serious bodily injury) • Evidence of gang related activity
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Third Out of School Suspension in a school year or (2) 5 Day Suspensions:

Upon the third suspension from school, or a student's 2nd 5 day suspension, a student will be declared habitually disruptive and will be recommended for expulsion to the SIA Board of Directors. Before making any recommendation, parents/guardians will be notified in writing. Should a request for expulsion be accepted by the board, the student will need to find a new school to attend.

Students with Disabilities:

Disruptive behavior by a student identified as a student with disabilities, as defined by school policy, will be managed in accordance with the student's individual education plan (IEP) or 504 plan. Students with disabilities will be subject to recommendation for expulsion as a habitually disruptive student only if determination has been made by the student's special education staffing team that the disruptive behavior is **not** a manifestation of the student's disability. This determination will be made by special services, administrative and instructional staff who work with the student. Notice of pre-determination will be sent to the guardian(s) of the student prior to the re-entry meeting. Parents may dispute the findings of the school team as part of due process by submitting a written objection to our board of directors via their email at boardofdirectors@spokaneintlacademy.org.

Procedure Following Suspensions

SIA admin staff will write up the suspension in our student information system and notify the parent/guardian of the student in writing detailing the incident and length of suspension. Students and their guardian(s) will be required to participate in a re-entry meeting following each suspension. The re-entry meeting will take place the morning the student returns to school. If the student chooses not to actively participate in the re-entry meeting, the student's suspension will be extended until they actively work with SIA staff to build a plan going forward.

Expulsion

SIA staff works closely with the SIA Board of Directors on situations where an expulsion hearing may be warranted. After a proper investigation and hearing, a student may be recommended for expulsion from SIA and will be required to attend their neighborhood school or another school setting. Parents/Guardians will be notified before a student is formally recommended for an expulsion hearing.

The student/family shall have no right of appeal beyond the appeal at Spokane International Academy Board of Directors level from expulsion from the School, as the Board's decision to expel shall be final.

The decision to readmit a pupil, or to admit a previously expelled pupil from another school or charter school, shall be at the sole discretion of the Board following a meeting with the Head of School. The Head of School shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

Section 4: Facilities and Resources Policies

School Property

Students must treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment, books and laptops. Intentional actions to damage or harm school property will lead to a suspension and may lead to an expulsion hearing. Should the damage be deemed as an unintentional act, students may be given the option of reimbursing the school and/or completing community restoration.

Textbooks

When required, school textbooks will be provided. Students must maintain the quality of each book, during its use. Since students do not routinely need to take their textbooks home, textbooks will remain in classrooms when not in use. If a student needs to take a textbook home to complete their work, they must check that textbook out with that teacher prior to taking it.

Laptop Computers

Upon parent/guardian and student signature of the Student and Family Handbook Contract, the student will be issued a laptop for the year. Use of the laptop is a privilege - not a right - and can be revoked at any time. Laptop use and all school resources are governed by SIA's acceptable use policy (**see Appendix D**). SIA reserves the right to enforce the Acceptable Use Policy and to limit or revoke a student's privileges at any time. Parents/Guardians may not use the student's email account to send emails to any student or group of students at any time for any reason.

When laptops are distributed at the beginning of the year, or replaced at any time during the year, parents/guardians will be asked to review the condition of the computer and report any noticeable problems via the Laptop Checkout form. Parents/Guardians will be asked to sign a form acknowledging acceptance of the laptop.

Students are responsible for the proper care and use of laptops. In the event of damage, parents/guardians will be responsible for payment to repair or replace the equipment at a rate determined by the school, but not to exceed the actual cost to repair the device. Any time a damage fee is assessed, parents will have two weeks to inspect the laptop to verify the condition.

11th grade students will have a 1:1 Chromebook for use in their classes at the Skills Center and the community college. They may take computers home to work on school related work only. If students are afforded this opportunity, they will check out their computer from their advisory teacher prior to taking their computer home. Students will also be issued a charger for home use. It is the student's responsibility to make sure their laptop is routinely plugged in and charging during non-use if they are planning on using the device at home. Families are encouraged to use the model number of the device to purchase their own at home charger if they would like. Students are expected to be able to use their laptop during class and must maintain an adequate charge at all times.

Responsibility for Personal Property

All property brought to school is brought "at your own risk." SIA will not assume responsibility for any personal property. Distracting or inappropriate objects will be confiscated and returned at the end of the day. Repeat violations will require a parent/guardian conference. If it is necessary to bring a large sum of money to school for any reason it should be taken directly to the person responsible for accepting it from the student. SIA will issue receipts for all money received through the main office.

Lost and Found

Lost and Found items will be kept in a common area that is visible to students and parents. Periodically throughout the school year, items not claimed from the lost and found will be donated to charitable organizations.

School Supplies

In an effort to ensure students have the exact supplies they need during the year, SIA will provide a school supply list prior to the start of the school year. It is expected that all students arrive at school on the first day with the supplies they need in order to be successful.

School Fees

Fees pertaining to optional aspects of the program at SIA, such as athletics, clubs and some field trips, are required to be paid if students participate. Families that document a hardship may be eligible to receive scholarships through our Community Advisory Team (CAT). SIA will keep all costs related to participating in our program at a reasonable level to allow as many families as possible to participate.

Section 5. General School Policies

Non Discrimination Statement

The following employee has been designated to handle questions and complaints of alleged discrimination: Civil Rights, Title IX, and Section 504 Coordinator: Spokane International Academy does not discriminate in any programs or activities on the basis of age, sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical 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 has been designated to handle questions and complaints of alleged discrimination: Civil Rights, Title IX, and Section 504 Coordinator: Jacqueline Pariseau, 509-209-8730, pariseau@spokaneintlacademy.org; Address: 777 E. Magnesium Spokane, WA 99208

Sexual Harassment

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

Definitions

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

Under federal and state law, the term “sexual harassment” may include:

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

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

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile

environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.

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

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

Retaliation and False Allegations

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

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

Staff Responsibilities

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

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

Complaint Options

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with SIA's 504 Coordinator, Title IX Officer or Civil Rights Coordinator, who are listed below. This is often the fastest way to resolve your concerns.

Complaint to SIA

Step 1: *Write out your complaint*

In most cases complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or

incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe SIA should take to resolve the problem. Send your written complaint - by mail, fax, email, or hand delivery - to the Head of School or civil rights compliance coordinator.

Step 2: SIA investigates your complaint

Once SIA receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The Head of School or designee will respond to you in writing within 30 calendar days - unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, SIA will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: SIA responds to your complaint

In its written response, SIA will include a summary of the results of the investigation, a determination of whether or not SIA failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring SIA into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response - unless you agree to a different time period.

Appeal to SIA

If you disagree with SIA's decision, you may appeal to SIA's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received SIA's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school board's appeal decision, state law provides the option to file a formal complaint with the Office of the Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) You have completed SIA's complaint and appeal process, or (2) SIA has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: equity@k12.wa.us | Fax: 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit [OSPI's website](https://www.ospi.wa.gov/), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by email at equity@k12.wa.us.

Other discrimination complaint options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [OCR Website](https://www.ed.gov/office-for-civil-rights)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator Jackie Pariseau (pariseau@spokaneintlacademy.org). Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Homeless Education (McKinney-Vento)

The goal of SIA is to keep students in school who find themselves in temporary or transitional housing during the school year.

You and your family are considered “homeless” if you are:

- Living in a shelter, motel, vehicle, or campground;
- Living on the street;
- Living in an abandoned building, trailer, or other inadequate accommodation;
- Doubled up with friends or relatives due to loss of housing, economic need or similar reason;

Homeless students have the choice of remaining in the school they have been attending at the time they became homeless or enrolling in a school near their temporary housing. In either case, homeless students are guaranteed transportation, even between school districts.

For enrollment and transportation support, please contact the main office.

Student Records

SIA maintains an information file on each student located in the main office. Parents/Guardians may review their student's file upon request. School officials may obtain access records for educational purposes only. All individually identifiable educational information is confidential except for “Directory” information. Directory information includes student name, date of birth, place of birth, participation in officially recognized sports and activities, height and weight (for athletic teams), dates of attendance, degrees and other honors awarded.

Media Release

SIA maintains a website, a social media presence and periodically publishes promotional materials on occasion; SIA may also receive media requests to highlight the schools and students. In all cases, SIA will honor the Student Photo / Information Release form completed by families during the admission process.

Distribution of Published Materials or Documents

School Materials:

With prior approval by the Head of School, Advisor or teacher, publications prepared by students may be posted or distributed to the greater community. Such items may include school posters, brochures, murals, etc. The yearbook and all school publications available to students are supervised by staff members and may be edited or taken down at the sole discretion of the school.

Non-School Materials:

Unless a student (or parent/guardian) obtains specific prior approval from the Head of School, written materials, photographs, pictures, petitions, films, tapes, posters or other visual or auditory materials may not be posted, sold, circulated, or distributed at school or on campus.

Commerce

Students (or parents/guardians) may not sell any articles on school property without the written permission of the Head of School. Money or materials for personal purposes or for an outside organization may not be collected without prior permission from the Head of School.

Informal Parent/Guardian Grievance Policy

SIA's informal grievance process provides an opportunity to express and resolve grievances. The informal process provides neutral facilitation and mediation, with the goal of informal resolution, restitution and relationship repair within the context of SIA's core values.

To encourage prompt resolution of grievances, community members are asked to address disputes directly with the other individual(s) involved and to allow reasonable time to reach a solution. If conflict resolution is not achieved, the grievance should be brought to the administration for further mediation. Community members and school staff are expected to act in good faith to best resolve any conflict. Conflicts brought to administration that have not been addressed directly to the other party involved will not be addressed until the proper process has been followed.

Formal Parent/Guardian Grievance Policy

This policy is in place to address any grievance that is not resolved via the informal process or is significant enough, in the mind of the grievant, to require a formal investigative and resolution process that is documented in writing.

To initiate process, submit a signed and dated letter of grievance to the Head of School, detailing:

- the allegations of dispute, breach of policy, or discrimination
- the contract, policy, or procedure that has been violated

- a summary of attempts to resolve the conflict through the informal process.

The Head of School will acknowledge receipt of the written grievance within 5 work days and will provide a copy of the written grievance to the Board of Directors, to the individual(s) named in the grievance and to their direct supervisors.

Within 30 workdays, SIA will appoint a resolution team that includes members of the school staff and the Head of School. Any person who is directly named in the grievance or who is deemed to have a clear conflict of interest may not be a member of the resolution team. The team will conduct an internal investigation by conducting interviews with all relevant parties, reviewing pertinent documents and reviewing policies.

Within 45 work days of the formal grievance submission, the resolution team will issue a written resolution that may include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps.

If a grievance is not satisfied with the manner in which the resolution team handles the grievance, the matter should be brought to the attention of SIA's Board of Directors by contacting the Board Chair or Vice Chair, who will formally respond to the grievance.

It is important to the integrity of our school that grievances be handled in an informed, direct, fair and equitable manner. The administration and the Board of Directors share responsibility for ensuring the integrity of the vision and its implementation through the system of due process as described in this policy. The final forum for conflict resolution, after a grievance has followed the steps outlined above, will be the Board of Directors who will deliver a written communication to the grievance.

If an individual or group initiates a complaint at a public meeting of the Board of Directors or to individuals on the Board, the Board is not required to respond to the substance of the complaint, but will instead thank the individual or group for their time and direct them to the grievance process outlined above.

Section 6. Athletics and Extracurricular Activities

Participation

SIA encourages students to get involved with fitness, athletics and extracurricular activities. These activities are a valuable part of a strong liberal arts education. However, participation in competitive athletics and games is a privilege, and not a right. Students will be deemed eligible to participate as long as they are in good academic standing, are passing all of their classes and have consistently abided by the school's core values. Eligibility shall be determined by the Director of Athletics/Activities in coordination with teachers. A student may be removed from a team or club activity at any point if not in good academic or behavioral standing.

Only students participating in after-school activities may remain on school property after school hours. Siblings or friends of students must leave school once school is out. The first instance will result in a warning to the family. The second instance will result in the participating student being removed from the activity.

All school policies and rules apply to athletic and club activities, practices, games and transportation. At all times, students are expected to demonstrate the highest levels of sportsmanship and exemplify the school's core values. Club leaders and advisors reserve the right to rescind club participation if students are not behaving in alignment with REACH values.

Section 7: Weather and Emergency Procedures

Accident or Medical Emergency

If a medical emergency occurs at school, first aid will be administered and the parent/guardian will be contacted immediately. If a parent or guardian cannot be reached, an emergency contact will be contacted. If necessary, the school will call Emergency Medical Services (911).

School Closings

Spokane International Academy will be open daily as scheduled, regardless of weather, unless a closure or late start announcement is made. We align our decision on whether to run as normal, delay the start of school or to be closed with the decision made by Spokane Public Schools. This is for the safety of staff and students and to allow for roads to be cleared, if necessary, before everyone is traveling to school.

Closure information will be:

- broadcast by the local media at approximately 6 a.m.
- posted on the SIA Facebook and Instagram accounts
- posted on Bloomz as an alert
- posted on the school website

Inclement Weather Procedures

With safety of families and staff in consideration, inclement weather may cause school schedules to be adjusted as follows:

- Bus Delays - School operates on the regular schedule with busses running late (will update on approximate pickup times as information)
- 2-Hour Delay - School start time is delayed 2 hours and would start at 10:00 am (Breakfast will be served as grab and go for students interested)
- School Closure - School is closed for the day and will be rescheduled during the school year on a date to be determined as necessary.

While safety is the primary concern, state law requires schools in Washington to be in session 180 days each year. If SIA closes school, days must be made up at a later time during the school year unless granted a waiver by the Governor due to a declared state of emergency as has been the case in previous years.. We understand that the majority of our families have one or both parents/guardians working outside the home. Parents are always encouraged to consider the conditions of their neighborhood and the well being of their students in deciding whether to keep their student home. **Absences that occur on delayed start days will be excused at both campuses.**

Early Dismissal Due to Weather

In rare cases it may be in the best interest of student and staff safety that we close school early for the day. This was necessary during intense windstorms in the past and when snow accumulation is expected to reach dangerous levels before buses would be able to safely transport students home at the end of a normal day. Should this happen, SIA will notify families via the information we have on file, Bloomz and any other available method.

Fire Alarms and Building Emergencies

Should an emergency require evacuation of the school, fire alarms will sound. Students will proceed to designated areas with their teachers. Individuals will remain in their area until a member of the administrative staff gives the “all-clear” signal. All fire alarms are treated as real and require immediate evacuation of the building.

Evacuation procedures are as follows. Students who fail to follow this procedure will be issued an appropriate consequence.

- 1) Silently follow staff directions and proceed out the nearest exit
- 2) Do not bring backpacks or any other belongings
- 3) Meet in the designated area with your teacher

Faculty and staff undergo emergency management training and yearly review. An emergency manual is available in each classroom for quick reference purposes.

Appendices:

A. School Hours

SIA hours:

Monday - Thursday: 8:00 am- 3:15 pm

Friday: 8:00 am - 1:00 pm

B. Student Dress Code

Student uniforms:

Students who attend SIA will be required to dress in their school uniform on a daily basis. The uniform policy is intended to assist in the creation of a positive culture in our school which is an integral part of our mission. By creating a reasonable and easy to follow dress code, we can minimize the visible differences that may be present due to socioeconomic status between students, promote a good attitude toward learning, and focus the students' attention on schoolwork, not what they are wearing. This aspect of our school allows students to feel part of something that is larger than themselves, presents a professional attitude towards their education and serves as a visual example that we are all working together to accomplish the same things.

Uniform Ordering:

Uniforms may be ordered throughout the year using our online store. Please see the SIA website for more information on uniform ordering. **Only uniform polos ordered through our online store may be worn at school.** Uniforms that are created using our logo and ordered through other vendors will not be allowed at SIA.

Student Uniform Assistance:

We realize purchasing uniforms can place a financial burden on families. We will always try to keep the polos reasonably priced to reduce as much of this burden as possible. If purchasing uniforms creates a financial burden for your family, please contact the main office to see what assistance the school may be able to provide. If your child grows out of their uniform and you would like to donate it to the school office, it would assist us in helping those who may not be able to afford uniforms.

Student Tops:

The school uniform is our red or navy blue polo shirts (short or long-sleeved). They may not wear a plain solid colored polo of these colors without our logo on it. Shirts must be size appropriate. All SIA students receive one navy blue uniform polo upon initial registration with the school.

Jackets and Sweaters

If students choose to wear a jacket, zip-up, cardigan, hooded, or pullover sweatshirt during the day, it needs to be either purchased through our online store or be plain navy blue, black or red. Students are

allowed to wear any SIA hooded or zip-up sweatshirt, long-sleeve pullover or jacket available in our store so long as they are wearing their SIA polo underneath.

Student Bottoms:

The school uniform bottom is khaki, navy blue or black dress pants, shorts or skirts. Hemlines for both boy's and girl's shorts/skirts must be no shorter than one inch above the knee.

Bottoms must also be size appropriate, free of any logos, writing or embellishments (sequins, etc.). No "cargo pants" or sweatpants allowed. Students may also not wear jeans or denim unless it is a designated non-uniform day. If students choose to wear a belt they must be either plain black or brown and worn appropriately, although a belt is not required. Leggings and tights worn under skirts must be plain white, navy blue or black.

Jewelry/Piercings:

Students will keep accessories to a minimum. Hoop earrings should not exceed the size of a quarter coin. Small nose stud piercings are acceptable, however, piercings of any other exposed body parts will need to be removed prior to coming to school. Students with "gauges" will not be allowed to exceed 6G (4.0mm).

Student Hair/Makeup:

A student's hair must be one, natural hair color, worn neatly, and in such a way that does not distract from the educational environment.

Long Sleeve Undershirts/Jumpers:

If a student chooses to wear a long sleeve shirt under their uniform polo, the shirt needs to be a plain, long sleeve shirt that is the same color as the polo they are wearing (red, grey or navy blue). Students are also allowed to wear jumpers over their polo shirts. Jumpers need to be either navy blue, black or khaki.

Socks, Leggings, Tights, Shoes and Backpacks

Any visible socks, stockings, tights or leggings need to be either plain white, navy blue or black. Students need to wear or bring athletic shoes on the days they have PE. If students choose to wear sandals, they must have a back on them per state law in case of emergency. Students may bring any backpack they choose. However, it must be free of depicting anything illegal, violent, illicit or suggestive in the form of logos, pictures, words or symbols.

"Heely" or any sort of wheeled shoes are not allowed in the building at any time. If students are caught wearing any "wheeled shoe", they will be asked to change. If they do not have a change of shoes, they will need to call home.

Friday Dress Code:

Students are allowed to wear an SIA t-shirt on Fridays. They must wear uniform bottoms on these days.

Water bottles/Open top containers:

All beverage/drink containers must have a closed/sealable lid. This includes energy drinks, coffee, soda, smoothies, etc. Water bottles/beverage containers must not exceed 40 ounces. If you have any questions about this requirement, please contact the school administration.

Chewing Gum

Any sort of chewing gum is prohibited. Students who are caught chewing gum will be asked to spit it out on the first offense. If the behavior continues, additional consequences may occur. As an effort to keep our campus in perfect condition, please refrain from sending your student to school with gum.

Hats/Headwear (Hoods)

Baseball caps, beanies, stocking hats or any type of headwear (Including hoods) may be worn **outside of the building**. When students are in the building, headwear needs to be off and placed either in the students backpack or on their desk. If there are questions about this policy, please contact a building administrator.

C. Make-up Work and Late Work Procedures and Policies

Students will be allowed (2) days for every day they are absent to make up work. Students may be required to attend lunch or after school tutoring to work with specific teachers to complete their assignments/assessments. If a student is asked to attend, it is mandatory. Failure to show up will result in additional consequences and potential forfeiture of days to complete the assignment. Students who are suspended are still required to make up work from their suspension as not doing so would negatively impact their academic standing.

D. Student Technology Use Summary

The technology given to students at SIA is a privilege, and along with that privilege, comes responsibility on the part of all students.

Do's – Student Responsibilities

- **DO** use Google Drive/Classroom for all of your work. You are responsible for having every file on your computer backed up.
- **DO** report any damage to your computer to the main office immediately.
- **DO** transport your laptop to and from class and school carefully in your backpack at all times.
- **DO** only visit websites whose content is educational and ethical. Visiting any site that is not intended for academic purposes may result in your laptop being taken away.

Don't's

- **DON'T** download ANY software to your laptop...ever.
- **DON'T** Use Google docs, etc to communicate with classmates during class or in an inappropriate way at any time.
- **DON'T** leave your laptop in your car, unlocked locker, or an unattended classroom.
- **DON'T** have a cell phone or other handheld electronic device out of your backpack without explicit instruction from a teacher or staff member.
- **DON'T** give any of your passwords to ANYONE.

Spokane International Academy Technology Acceptable Use Policy

Spokane International Academy provides students and staff with a variety of technology resources for the purpose of supporting our educational mission. This acceptable use policy is intended to explain the responsibilities and limitations of technology use at SIA. **Additional rules may be added as necessary.**

It is important that all users of SIA technology remember that access to these resources is a privilege, not a right. Access to SIA technology resources is only given to students who act in a considerate and responsible manner. Users of technology are expected to exhibit appropriate behavior and care in the use of computers and school computer networks just as they are in a classroom or a school library. Still, as technology is integrated into the fabric of virtually all instruction at SIA, and appropriate use is critical to ensure learning happens for all, **violation of these policies will be treated as a disciplinary issue.**

Policies

1. Inappropriate usage of technology will lead to serious disciplinary consequences. We expect students to apply the same REACH core values that govern their conduct in their life at SIA to also govern their use of SIA's computers at home and off-campus.
2. SIA staff reserves the right to define inappropriateness in this context and to check any student's laptop or browsing history at any time.
3. General school rules and expression of core values apply to all use of technology.
4. Reference to laptops also includes tablets or other kinds of technology provided or authorized by SIA.
5. All work created on or by or stored on any SIA equipment belongs to SIA and may be reviewed and/or retained for any purpose in line with its educational mission.
6. Computer and network storage areas may be accessed by network administrators as needed for school purposes. All files (including email and internet) viewed and stored on SIA servers or computers will be considered public, and may be viewed by a SIA staff member at any time, within reason as determined by school administration, freedom of speech and access to information will be honored.
7. At school and/or during school hours, students will use computers and other technology resources for **school related purposes only**, unless they receive specific permission to do otherwise. In classrooms, students will use technology **only as directed by the teacher**.
8. **In the event of damage to the computer or its peripheral parts, either payment for replacement/repair of the damage or the cost of the deductible will be charged.** If financial hardship is an issue, contact the school administration.
9. **SIA reserves the right to withhold technology resources from the student responsible for unpaid damages until appropriate arrangements have been made.**
10. Additional consequences may be levied in the event of multiple damage incidents by a given student.
11. No cell or multimedia devices are allowed out of your backpack during class unless directed by the teacher.
12. Materials printed at school are to be academic in nature. Documents not pertaining to school are not to be printed.
13. Students will respect the intellectual property of others by using appropriate citation, refraining from all forms of plagiarism, and abiding by federal copyright laws.
14. All students must log on with their own username and password. **Passwords must be kept confidential.** Users are responsible for all actions that occur with their user account and

- computers. Students who feel as though their password may no longer be secure may receive a new password from the technology teacher. **It is ALWAYS appropriate to ask someone to step away while one enters a password, and courteous to do so without being asked.**
15. Students will conserve the use of technology resources such as bandwidth, printing supplies, etc. Personal files, music, video, or other personal multimedia files unrelated to school may NOT be stored on your computer.
 16. Students may not **download or install programs or inappropriate media or info.** NO PROGRAM OR PROGRAM ENHANCEMENTS ARE TO BE DOWNLOADED or installed from any source. If a program, or any portion of it, is on your hard drive without permission, it constitutes computer misuse.
 17. **The Internet is available to students for academic pursuits.** Students may not use it in an inappropriate manner, or give out personal information about themselves or classmates over the Internet without specific staff permission. Students may not use their laptop for any streaming content unless it is specifically for an academic class. This includes music streaming sites, YouTube, etc.
 18. The school will provide all students with access to the Internet and a Google email account. These are privileges and may be rescinded if used in an inappropriate manner. Any student who uses inappropriate language or uses the Internet or his/her email to harass, attack or defame another person or send inappropriate pictures in any communications faces immediate disciplinary action. Email is an educational tool provided for the express purpose of furthering SIA's educational mission. As such, SIA reserves the right to inspect any SIA email messages, to rescind or modify privileges in any way or at any time in the enforcement of this policy.
 19. Students will not use technology for illegal or commercial enterprise.
 20. Students will take all precautions with their laptops to avoid damage or theft (see Laptop Care & Maintenance Document below), and report any damage, theft or malfunction immediately. This includes but is not limited to the use of a laptop bag or backpack with a built-in laptop sleeve.

Spokane International Academy Laptop Care and Maintenance

Physical Security (keeping your laptop physically safe):

1. DO NOT leave the laptop in your car, an unlocked locker, or a classroom.
2. DO NOT eat or drink near your laptop. You may not use the laptop in the lunchroom during lunch.
3. Be cautious about leaving the laptop unattended anywhere that there is a chance it could easily be knocked onto the floor, sat on, stepped on or otherwise damaged.
4. Always hold the laptop by the bottom (keyboard half), **NEVER** the screen. Use two hands when carrying.
5. Never twist the screen on its hinges (could crack the screen).
6. DO NOT scratch or push on the screen.
7. Never close the lid on a pencil, pen, papers or other items left on the keyboard.
8. DO NOT slam the lid down.
9. DO NOT place the laptop near any electrical appliance that could generate a magnetic field, it can damage data.
10. Never stack items on the lid of the laptop.
11. Do not remove the label identifying your computer as all laptops look the same and it is an important way for staff and students to know which laptop belongs to each student.
12. Be careful when removing the power cord on the charging cart. Yanking it out of the laptop from afar will cause damage. SIA will not provide at home charging cords. If you are interested

in purchasing one for your home, please contact the school for information about the laptop to purchase one for the specific laptop model.

13. Remember as the thermometer lowers, cold is not your computer's friend. So do not leave it in the car. Do not store your laptop anywhere that is very cold or very warm.

When to seek help:

1. Shut off the notebook immediately and bring it to the office for servicing if you have the following problems:
 1. When the power cord or plug is damaged or frayed.
 2. If liquid has been spilled on the computer.
 3. If it has been dropped or the case has been damaged.
 4. Any physical damage is noticed.
 5. The system has crashed/locked.
1. Bring your computer to the office for any repairs, upgrades, or any problems.
 1. Depending on the cause of the damage, the student may/may not be issued a temporary replacement.

E. Student Core Value Pledge

SIA is a high performing, values driven school. Our REACH core values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work are the foundation of our school culture and success. We highly value the commitment between students, parents/guardians, and our SIA staff to work together to uphold these core values in everything we do. It is through this mutual commitment that we are able to create a learning environment that promotes a high quality, rigorous education and ensures that all of our students receive the support they need to succeed. Our mission is to prepare our students, beginning from their first day at SIA, to be global thinkers and leaders who are ready to powerfully transform their communities.

Respect I will:

- Have empathy for others and treat them with dignity.
- Be an attentive listener and an engaged student.
- Show respect through my words, actions, and attitude.
- Understand that I have something unique to offer and anything less than my best everyday is disrespecting myself.

Enthusiasm I will:

- Be open-minded in new situations.
- Be trusted and depended upon to complete tasks and follow directions.
- Be eager to learn and explore.
- Be prompt, arriving on time to begin school.
- Come prepared to learn every day.

Achievement I will:

- Ask questions.
- Show my best work on every assignment/project.
- Learn from new ideas and experiences.
- Follow the academic honor code, submitting only individual work that is entirely my own.

Citizenship I will:

- Be truthful, fair, and trustworthy in my words and actions.
- Follow the SIA dress code.
- Do what is right, even when no one is watching.
- Interact with others in productive and positive ways that build trust.
- Be accountable for my actions when I fall short of an expectation.

Hard Work I will:

- Put my best effort into everything I do.
- Always work, think, and behave according to SIA Core Values.
- Do whatever it takes for my fellow students and me to learn.
- See challenges as an opportunity to persevere and become stronger.

F. Parent Guardian Core Value Pledge

Respect I will:

- Support SIA's demanding academic program, high standards of conduct, and mission.
- Attend the required parent meetings throughout the year, including any conferences, and I will contact SIA if I have any questions throughout the year.
- Hold my child accountable when he or she falls short of an expectation. This includes making sure that my child follows through with mandatory tutoring, detention, and other consequences that may be assigned.
- Treat people appropriately with common courtesy; have empathy for others and treat them with dignity.
- Understand that my child must follow SIA's expectations and Core Values to protect the safety, interests, and rights of all individuals at SIA.

Enthusiasm I will:

- Make sure my child arrives at SIA every day on time and remains at school until the dismissal at the end of the day. If my child is assigned to after school detention, I will make arrangements for a pick up at the appropriate time.
- Ensure that my child attends school every day, unless sick or unable to attend because of a family emergency. I will notify the school before 8:00 AM if my child is going to miss school.
- Be eager to learn and ask questions to gain a deeper understanding about my child's education and learning.
- Seek to learn from new ideas and experiences, so I can better support my child at school.

Achievement I will:

- Express myself appropriately by using professional and courteous language in school.
- Communicate directly and honestly and interact with others in productive and positive ways that build trust.
- Routinely check my child's grades online to support their success.

Citizenship I will:

- Understand and help to make sure my child follows the SIA dress code.
- Contact teachers at appropriate times and in an appropriate way. If I need to discuss a sensitive/potentially challenging topic, I will schedule a time to meet in person with my child's teacher instead of voicing concerns via email.
- Encourage my child to do his or her best daily.
- Encourage my child to follow up on any issues or concerns with his or her advisor.

Hard Work I will:

- Give honest feedback in an appropriate and respectful way to make the school community stronger.

G. Student and Family Handbook Contract Acknowledgment

Acknowledgement of Understanding of Family Handbook and Compliance

We are familiar with and will abide by all the contents, responsibilities and policies contained in the “Family Handbook” that is available on the parents section of SIA’s website. We understand that these policies govern student and family conduct in the school and will be enforced at school, on school grounds, at school sanctioned activities or events, or while being transported by school approved vehicles, or occurring off school property.

The school reserves the right to adapt and change policies during the year that serve the greater good of the school and will post updated versions of this handbook on the school’s website. Failure to comply with the aforementioned policies may result in student discipline or expulsion from SIA. SIA is a charter school and therefore a choice program. All policies have been created to ensure the learning environment we are hoping to establish for students. Your child is not required to attend SIA and may choose another alternative at any time if you no longer agree with, or are willing to abide by, the policies of SIA. However, as long as the student is actively enrolled at SIA they will be held to the standards mentioned in this handbook at all times during their active enrollment.

By signing below, you acknowledge that SIA is a choice program and its policies and procedures may differ from those at your previously attended school. For more information regarding any of the policies in our handbook please contact the principal at your child’s school.

Name of Student: _____ Grade: _____

Parent/Guardian (Print): _____

Parent/Guardian (Signature): _____ Date: _____

Coversheet

Enrollment: Projected vs. Actual

Section:	V. Staff Updates
Item:	D. Enrollment: Projected vs. Actual
Purpose:	Discuss
Submitted by:	
Related Material:	Board Presentation.pdf SIA actual vs projected enrollment-Sep 2023.pdf

Enrollment Update

➤ Actual vs. Projected

- As of 9/8/23 – first P223 (apportionment) count
 - Actual: K-8 (682) Projected (703.25 through attrition)
 - Actual: 9-11 (57) Projected (67.9 through attrition)
- As of 9/18/23
 - Actual: K-8 (695)
 - Actual: 9-11 (58)

Why is the number low?

- We offered 23 spots a week and a half before school started. This was primarily due to families changing their minds after accepting offers earlier in the year.
- We had roughly 30 students who did not attend the first week of school so they couldn't be counted on count day (P223). This is the fourth operating day in September and the first operating day in the other months of the year.
 - Families don't always notify offices of a school change over the summer
 - Records requests can be slow during the first couple of weeks of school
 - We continued to make offers and push families to fill out the registration paperwork as quickly as possible and continue to do so

How Enrollment Works

- Prior to the lottery
- We survey current families to determine those who are returning in the fall school year
- We open seats in Schoolmint (our lottery program) based on those not returning and those who might be retained
- Once the family accepts the seat they are directed to Skyward (our student information program) to fill out the registration paperwork
- The office receives and verifies all paperwork is complete
- The student is assigned a homeroom teacher/advisor, given a schedule and is able to start school
 - Once the school year starts, we give the teacher/counselor a day or two to make the necessary arrangements for the schedule, etc. to receive the student

Toileting Policy

- Toileting procedures were added to Policy 3414/3414P – Infectious Diseases.
 - 3414 is the policy (this is essential)
 - 3414P is the procedure (this is encouraged)

- This is to safeguard our staff and students who need help due to a medical condition. The policy is not intended for students who are not potty trained.
- We have other health policies that will need to be adopted. The nurse and I are working through those currently.

Spokane International Academy
Actual vs Projected Full Time K-12 Enrollment
For School Year Ending 2024

Grades	<i>Actual</i>											Average	Budgeted	Variance
	September	October	November	December	January	February	March	April	May	June				
Kindergarten (Full)	66.00											66.00	69.84	0.95
1st	86.00											86.00	93.12	0.92
2nd	90.00											90.00	93.12	0.97
3rd	91.00											91.00	93.12	0.98
4th	88.00											88.00	93.12	0.95
5th	69.00											69.00	66.93	1.03
6th	68.00											68.00	67.90	1.00
7th	67.00											67.00	66.90	1.00
8th	57.00											57.00	58.20	0.98
9th	35.00											35.00	33.95	1.03
10th	16.00											16.00	29.10	0.55
11th	2.14											2.14	9.00	0.24
12th	0.00											0.00	0.00	0.00
Totals	735.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	731.61	774.30	0.94

K-8 Totals	682.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	682.00	702.25	0.97
9-12 Totals	53.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	53.14	72.05	0.74

	September	October	November	December	January	February	March	April	May	June	Average	Projected	Variance
SPED K12	85.00										85.00	87.00	0.98

Coversheet

Board Compliance: OPMA

Section:	VI. Governance
Item:	A. Board Compliance: OPMA
Purpose:	Discuss
Submitted by:	
Related Material:	Open-Public-Meetings-Act-updated-Aug-23_0.pdf

The Open Public Meetings Act

How it Applies to Washington Cities,
Counties, and Special Purpose Districts



2023 update created in partnership with

The Center for Government Innovation, a service of the Washington State Auditor's Office



THE OPEN PUBLIC MEETINGS ACT

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MRSC thanks the Washington State Auditor's Office for their funding and support of this update.

DISCLAIMER

The content of this publication is for informational purposes only and is not intended as legal advice, nor as a substitute for the legal advice of an attorney. You should contact your own legal counsel if you have a question regarding your legal rights or any other legal issue.

MRSC MISSION

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Revision History

MRSC updates this publication as needed to reflect new legislation and other changes. Below is a summary of significant recent changes. If you are aware of any other sections that you think need to be updated or clarified, please contact mrsc@mrsc.org. To make sure you have the most recent version, please go to mrsc.org/publications.

DATE	SUMMARY
June 2023	Updated publication to reflect legislative changes to the OPMA current through the 2023 legislative session and up-to-date case law.

Contents

Introduction	1
Applicability	2
In General	2
Governing Bodies and Subagencies	3
Selected Questions on Applicability	4
What Is a “Meeting”?	6
In General	6
Serial Meetings	6
Hybrid and Remote Meetings	7
Selected Questions On Meetings Under the OPMA	7
Exemptions	9
Selected Questions on Exemptions	10
Procedural Requirements	11
Types of Meetings	11
Procedural Requirements for All Meetings	11
Procedural Requirements Specific to Regular Meetings	12
Procedural Requirements Specific to Special Meetings	13
Procedural Requirements Specific to Emergency Meetings	14
Location of Meetings	14
Public Comment	15
Meeting Adjournments or Cancellations	15
Selected Questions on Procedural Requirements	17
Executive Sessions	19
Attendance at Executive Sessions	19
Procedural Requirements for Holding Executive Sessions	19
Allowed Purposes for Holding Executive Sessions	20
Selected Questions on Executive Sessions	26

Penalties and Enforcement 27

Training Requirements 28

Appendix: Recommended Resources 29

Municipal Research and Services Center (MRSC) 29

Washington State Office of the Attorney General (AGO) 29

Introduction

In 1971, the state legislature enacted the Open Public Meetings Act (OPMA) to make the conduct of government more accessible and open to the public. The OPMA begins with a strongly worded statement of purpose ([RCW 42.30.010](#)):

The legislature finds and declares that all public commissions, boards, councils, committees, subcommittees, departments, divisions, offices, and all other public agencies of this state and subdivisions thereof exist to aid in the conduct of the people's business. It is the intent of this chapter that their actions be taken openly and that their deliberations be conducted openly.

The people of this state do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed and informing the people's public servants of their views so that they may retain control over the instruments they have created. For these reasons, even when not required by law, public agencies are encouraged to incorporate and accept public comment during their decision-making process.

This publication comprehensively reviews the OPMA as it applies to Washington cities, towns, counties, and special purpose districts. It also provides answers to selected questions that have been asked of MRSC staff concerning the application of the OPMA. However, we find that new questions constantly arise concerning the OPMA. So, if you have questions that are not addressed by this publication, do not hesitate to contact your legal counsel or MRSC legal staff.

Applicability

Codified in [chapter 42.30 RCW](#), the OPMA applies to all city and town councils,¹ to all county councils and boards of county commissioners, and to the governing bodies of special purpose districts, as well as to many subordinate city, county, and special purpose district commissions, boards, and committees. It requires that all “meetings” of such bodies be open to the public and that all “action” taken by such bodies be done at meetings that are open to the public. The terms “meetings” and “action” are defined broadly in the OPMA and, consequently, the OPMA can have daily significance for cities, counties, and special purpose districts even when no formal meetings are being conducted.

IN GENERAL

The basic mandate of the Open Public Meetings Act in [RCW 42.30.030](#) is as follows:

All meetings of the governing body of a public agency shall be open and public and all persons shall be permitted to attend any meeting of the governing body of a public agency, except as otherwise provided in this chapter.

The OPMA applies to “meetings” of a “governing body” of a “public agency.” In [RCW 42.30.020](#) a “public agency” is defined as including a city, county, and special purpose district and a “governing body” is defined as follows:

“Governing body” means the multimember board, commission, committee, council, or other policy or rule-making body of a public agency, or any committee thereof when the committee acts on behalf of the governing body, conducts hearings, or takes testimony or public comment.

The legislative bodies of cities and counties² clearly are governing bodies under this definition, as are the boards or commissions that govern special purpose districts. However, they are not the only bodies to which the OPMA applies. The OPMA also applies to any “subagency” of a city, county, or special purpose district,³ because the definition of “public agency,” per [RCW 42.30.020\(1\)\(c\)](#), includes:

Any subagency of a public agency which is created by or pursuant to statute, ordinance, or other legislative act, including but not limited to planning commissions, library or park boards, commissions, and agencies.

Under this definition, the subagency must be created by some legislative act of the legislative body, such as an ordinance or resolution. A group established by a mayor to advise the mayor on a particular issue could not, for example, be a subagency, because a mayor does not act legislatively. However, a legislative act alone does not create a subagency. According to the Washington State Attorney General's Office (AGO), a board or a commission or other body is not a subagency governed by the OPMA unless it actually possesses some aspect of policy or rulemaking authority. As explained by the AGO, “its “advice,” while not binding upon the agency with which it relates [...], must nevertheless be legally a necessary antecedent to that agency's action.” See [AGO 1971 No. 33](#)⁴.

¹ For convenience, the term “city council” will in this publication also refer to town councils and to city commissions under the commission form of government.

² The legislative bodies of cities are the city councils or city commissions, and the legislative bodies of counties are the boards of county commissioners or county councils.

³ Most special purpose district governing bodies do not have the authority to create such subagencies.

⁴ The Attorney General's Office bases its conclusion on this issue on the language “or other policy or rulemaking body of a public agency” in the definition of “governing body” in [RCW 42.30.020\(2\)](#). See also [AGLO 1972 No. 48](#).



Certain advisory boards are not subject to the OPMA: If a board or commission (or whatever it may be termed) established by legislative action is merely advisory and its advice is not necessary for the city, county, or district to act, the OPMA generally does not apply to it. However, the governing body can always choose to make the advisory boards that it creates subject to the OPMA, even if that board would not otherwise be subject to the OPMA.

GOVERNING BODIES AND SUBAGENCIES

Given the definition of “governing body” and “subagency”, the following are governing bodies within city and county government that are subject to the OPMA:

- City council or commission
- County council or board of commissioners
- Planning commission
- Civil service commission
- Board of adjustment
- Lodging Tax Advisory Committee

Other boards or commissions will need to be evaluated individually to determine whether the OPMA applies to them. For example, the definition of a subagency identifies library boards, but, in some cities (particularly those without their own libraries), library boards function as purely advisory bodies, without any policymaking or rulemaking authority. That type of library board would not be subject to the OPMA. In cities where library boards function under statutory authority and possess policymaking and rulemaking authority, those boards must follow the requirements of the OPMA ([RCW 27.12.210](#)).

Most special purpose districts have only one “governing body” under the meaning of that term in the OPMA.

Committees subject to the OPMA

The OPMA also applies to a committee created by a governing body in the following circumstances:

- When it acts on behalf of the governing body⁵
- When it conducts hearings, or
- When it takes testimony or public comment.

⁵ In a 2015 decision, the State Supreme Court adopted the reasoning of [AGO 1986 No. 16](#) in concluding that a committee acts on behalf of the governing body “when it exercises actual or de facto decision-making authority.” See [Citizens Alliance v. San Juan County](#) (2015). A committee when it is exercising actual or de facto decision-making authority should be distinguished from the situation where a committee simply provides advice or information to the governing body and is not subject to the OPMA. See [Citizens Alliance v. San Juan County](#) (2015).

When a committee is not doing any of those things, it is not subject to the OPMA.⁶

Keep in mind that it is usually good public policy to open the meetings of local government boards, commissions, and committees to the public, even if it is uncertain or doubtful that the OPMA applies to them. This approach would be consistent with the OPMA's focus on transparency and its basic intent that the actions of governmental bodies "be taken openly and that their deliberations be conducted openly" ([RCW 42.30.010](#)).

SELECTED QUESTIONS ON APPLICABILITY

Below are additional questions and answers addressing the topic of OPMA applicability. For more questions and answers about the OPMA, see MRSC's page on [Open Public Meetings Act FAQs](#).

May four councilmembers-elect of a seven-member council meet before taking their oaths of office without procedurally complying with the OPMA?

Yes. Councilmembers-elect are not yet members of the governing body and cannot take "action" within the meaning of the OPMA, and so they are not subject to the OPMA. See [Wood v. Battle Ground School Dist.](#) (2001).

Must a committee of the governing body be composed solely of members of the governing body for it to be subject to the OPMA under the circumstances identified in RCW 42.30.020(2)?

No. [RCW 42.30.020](#)(2) defines a "governing body" to include a "committee thereof when the committee acts on behalf of the governing body, conducts hearings, or takes testimony or public comment." The State Supreme Court has held that a "committee thereof," an entity created or specifically authorized by the governing body, may include or consist of individuals who are not members of the governing body. See [Citizens Alliance v. San Juan County](#) (2015).

If a committee of a governing body is subject to the OPMA and it forms a subcommittee, is that subcommittee also subject to the OPMA?

If the subcommittee consists of a quorum of committee members, then it is subject to the OPMA. If the subcommittee consists of less than a quorum of committee members, then it is subject to the OPMA if it performs any of the following functions:

- It acts on behalf of the committee (i.e., it is exercising actual or de facto decision-making authority);
- It conducts hearings; or
- It takes testimony or public comment.

⁶ While the definition of "governing body" speaks of "when" a committee acts so as to come within that definition, the courts have not been clear about whether a committee is subject to the OPMA for all of its meetings when it is only at some that it is acting in that manner. See [Clark v. City of Lakewood](#) (9th Cir. 2001).

Does the OPMA apply to meetings of department directors or other staff? Does the answer change if the public is invited to attend these meetings?

The OPMA does not apply to meetings of department directors or staff meetings because those are not meetings of the “governing body” to which the OPMA applies. The meeting is still not subject to the OPMA even if the public is invited to attend. If a quorum of the council or commission attends the department director or staff meeting, whether the meeting is subject to the OPMA depends on the participation of the council or commission members. Passive receipt of information by a quorum of the governing body does not violate the OPMA, so mere attendance is allowed by the OPMA. However, for transparency reasons and to avoid any liability under the OPMA, MRSC recommends noticing all meetings at which a quorum of the council or commission attends.

What Is a “Meeting”?

IN GENERAL

There must be a “meeting” of a governing body for the OPMA to apply. Sometimes it is very clear that a “meeting” must be open to the public, but other times it isn't. To determine whether a governing body is having a “meeting” that must be open, it is necessary to look at the OPMA's definitions. [RCW 42.30.020\(4\)](#) defines “meeting” as follows: “‘Meeting’ means meetings at which action is taken.” “Action,” as referred to in that definition of “meeting,” is defined in [RCW 42.30.020\(3\)](#) as follows:

“Action” means the transaction of the official business of a public agency by a governing body including but not limited to receipt of public testimony, deliberations, discussions, considerations, reviews, evaluations, and final actions. “Final action” means a collective positive or negative decision, or an actual vote by a majority of the members of a governing body when sitting as a body or entity, upon a motion, proposal, resolution, order, or ordinance.

Since a governing body can only transact business when a quorum (majority) of its members are present (e.g., [RCW 35A.12.120](#), [35.23.270](#), [35.27.280](#), [36.32.010](#)), it is conducting a meeting subject to the requirements of the Open Public Meetings Act whenever a majority of its members gathers with the collective intent of transacting the governing body's business ([Citizens Alliance v. San Juan County](#) (2015)). This includes simply discussing any matter having to do with agency business. Because members of a governing body may discuss the business of that body by telephone and other electronic means (including email, text message, social media or chat), it is not necessary that the members be in the physical presence of each other for there to be a meeting subject to the OPMA ([Wood v. Battle Ground School Dist.](#) (2001)). Also, it is not necessary that a governing body take “final action” for a meeting subject to the OPMA to occur. See [RCW 42.30.020\(3\)](#).

Note that it does not matter if the meeting is called a “workshop,” a “study session,” or a “retreat”; it is still a meeting subject to the Open Public Meetings Act if a quorum is addressing the business of the city, county, or special purpose district. If a quorum of the governing body just meets socially or travels together, it is not having a meeting subject to the OPMA as long as the members do not discuss agency business or otherwise take “action.” See [RCW 42.30.070](#), [In re Recall of Roberts](#) (1990).

SERIAL MEETINGS

Members of a governing body must avoid communicating with each other in a way that eventually turns into a majority of the body collectively taking action, even if the majority is never part of any one communication or are not in the physical presence of one another ([Citizens Alliance v. San Juan County](#) (2015), [Wood v. Battle Ground School Dist.](#) (2001), [Egan v. City of Seattle](#) (2020)). This can happen if the members discuss city, county, or district business together in a series of in-person meetings, phone calls, emails, and other electronic means (including text messages, chat, social media posts and comments, and shared documents). These types of meetings are referred to as “serial” or “rolling” meetings and violate the OPMA when they involve a majority of members having the collective intent to take action. They are a violation because the public could not, as a practical matter, attend these “serial” or “rolling” meetings.

Washington’s Supreme Court has said that, for a serial meeting to occur in violation of the OPMA, there must be a “collective intent to take action.” In discussing collective intent, the Court said that in-person meetings, emails, phone calls, and text messages between and among the city councilmembers could constitute a “meeting” under the OPMA if there was evidence that at least five members (a majority of the nine-member city council) participated in and were aware that four others were participating in conversations about repealing the head tax. See [Egan v. City of Seattle](#) (2020).

It is not an illegal serial meeting if one member communicates with the other members merely for the purpose of providing relevant information to them. For example, one member can email the other members about an agency issue, so long as the other members only “passively receive” the information and no email or other type of discussion regarding that information takes place ([Egan v. City of Seattle](#) (2020)). MRSC recommends using the “blind carbon” function in these types of emails which prevents a recipient from replying to all the other recipients. MRSC also recommends having agency staff distribute materials to members of the governing body; this can also help avoid situations where OPMA violations may occur.

HYBRID AND REMOTE MEETINGS

Local governments are encouraged under [RCW 42.30.030](#) to hold meetings of the governing body as hybrid meetings, where the physical location of the meeting is coupled with a remote access option, but this is not a requirement. A local government can choose to offer its meetings at a physical location or as a hybrid meeting, but it cannot choose to offer a remote-only meeting unless certain circumstances apply. Fully remote meetings with no physical location are permitted under the OPMA only if a local, state, or federal emergency has been declared and the public agency determines it cannot hold an in-person meeting.⁷ See [RCW 42.30.230](#).

While the public must be provided the option to attend meetings of the governing body at a physical location (absent an emergency declaration), the OPMA specifically permits members of the governing body to attend their meetings by phone or other electronic means that allow for real-time verbal communication. See [RCW 42.30.230](#)(5). However, some local governments have adopted local policies placing rules on remote attendance by members of the governing body, such as allowing members to remotely attend only three meetings per year or only in special circumstances (e.g., traveling out-of-town, illness).

SELECTED QUESTIONS ON MEETINGS UNDER THE OPMA

Below are additional questions and answers addressing the topic of meetings under the OPMA. For more questions and answers about the OPMA, see MRSC’s page on [Open Public Meetings Act FAQs](#).

May a quorum of a city or county legislative body attend, as members of the audience: (1) a citizens' group meeting; or (2) an advisory board or other committee meeting?

Yes, a quorum of the legislative body may attend a citizen’s group meeting or an advisory board/committee meeting without that meeting being subject to the OPMA so long as the members attending the meeting do not

⁷ The OPMA provides an additional exception to the physical meeting location requirement, but this exception does not apply to local governments. The OPMA allows those governing bodies that held some of their regular meetings remotely prior to March 1, 2020, to continue to hold fully remote meetings with no declared emergency so long as the public may also attend remotely.

discuss, as a group, agency business or otherwise take “action” within the meaning of the OPMA ([AGO 2006 No. 6](#)). That possibility could in most circumstances be avoided by not sitting as a group and not engaging with each other in any way during the meeting.

If the legislative body will be expected to participate in the citizens’ group meeting, then either a quorum should not attend, or the meeting should be noticed as a special meeting of the legislative body. Given the nature of the advisory board and committee meetings, the agency may want to notice the meeting as a special meeting of the legislative body to avoid any risk of the members taking action that would violate the OPMA. Further, some agencies may have local rules addressing legislative body attendance at such meetings and may choose to limit attendance or participation for various reasons, including avoiding any undue influence that may occur from the presence or participation by members of the legislative or potential complications with the appearance of fairness doctrine.

May an entire county council attend a private dinner in honor of the out-going county official without complying with the Open Public Meetings Act?

This issue comes down to whether the council will be dealing with county business. It can be argued that honoring the county official is itself county business. On the other hand, it could be argued that honoring an individual who is leaving county employment does not involve the functioning of the county. Additionally, the OPMA provides that there is no violation if “a majority of the members of a governing body [...] gather for purposes other than a regular meeting or a special meeting” (and do not take action at the gathering) ([RCW 42.30.070](#)). Even so, this is a gray area where caution should be exercised.

Must the public be allowed to attend the annual city council retreat?

Yes. A retreat attended by a quorum of the council where issues of city business are addressed constitutes a meeting subject to the OPMA.

May all members of the governing body remotely attend their own meeting?

Yes. The OPMA allows all members of the governing body to remotely attend their own meeting. Remote attendance can be by phone or other electronic means and must allow for real-time verbal communication. Local policies may place restrictions or additional rules on remote meeting attendance by members of the governing body.

Exemptions

[RCW 42.30.140](#) sets out four situations where a governing body may meet and not be subject to any requirements of the Open Public Meetings Act. That statute provides that the OPMA does not apply to:

1. “The proceedings concerned with the formal issuance of an order granting, suspending, revoking, or denying any license, permit, or certificate to engage in any business, occupation, or profession or to any disciplinary proceedings involving a member of such business, occupation, or profession, or to receive a license for a sports activity or to operate any mechanical device or motor vehicle where a license or registration is necessary.”

This provision, for the most part, has little, if any, application to any city, county, or special district governing body. One type of proceeding where it has been used is where a city provides for a hearing before revoking a business license. See [Cohen v. Everett City Council](#) (1975).

2. “That portion of a meeting of a quasi-judicial body which relates to a quasi-judicial matter between named parties as distinguished from a matter having general effect on the public or on a class or group;”

This exception applies when a governing body is acting in a quasi-judicial capacity. Typically, a city or county governing body is acting in a quasi-judicial capacity in certain land use actions such as site-specific rezones, conditional use applications, variances, and preliminary plat applications. Other examples include the civil service commission when it is considering an appeal of a disciplinary decision and the LEOFF disability board when it is considering an application for disability benefits.

However, where a public hearing is required for a quasi-judicial matter, only the deliberations by the body considering the matter can be in closed session.

3. “Matters governed by [chapter 34.05 RCW](#), the Administrative Procedures Act;”

This exception has no application to cities, counties, or special purpose districts, but it has been held to apply to removal hearings for elected state conservation district supervisors (who may be removed from office by the state conservation commission upon notice and hearing pursuant to [RCW 89.08.200](#)). See [Johnson v. Washington State Conservation Commission](#) (2021).

4. “(a) Collective bargaining sessions with employee organizations, including contract negotiations, grievance meetings, and discussions relating to the interpretation or application of a labor agreement; or (b) that portion of a meeting during which the governing body is planning or adopting the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or reviewing the proposals made in the negotiations or proceedings while in progress.”

The language of this exception is basically self-explanatory.⁸ However, the term “professional negotiations” must be interpreted in the context of collective bargaining; it should not be interpreted to apply generally to negotiations for professional services.

SELECTED QUESTIONS ON EXEMPTIONS

Below are additional questions and answers addressing the topic of exemptions to the OPMA. For more questions and answers about the OPMA, see MRSC’s page on [Open Public Meeting Act FAQs](#).

Does the OPMA require that a civil service commission hearing regarding a police officer’s appeal of disciplinary action be open to the public?

Such a hearing would fall under the exception from the OPMA in [RCW 42.30.140](#)(2) for quasi-judicial matters. However, since [RCW 41.12.090](#) requires that such a hearing be public, the OPMA’s exemption does not apply. The commission may nevertheless deliberate in private.

Must a local government give any notice under the OPMA when the governing body is meeting to discuss the strategy to be taken during collective bargaining with an employee union?

No. Under [RCW 42.30.140](#)(4), this meeting is exempt from the OPMA. The council or commission may therefore meet without notifying anyone. Of course, each member of the governing body must be notified.

Can a local government unilaterally require that collective bargaining negotiations occur at an open public meeting?

No. The Washington Supreme Court held that a city ordinance requiring that all collective bargaining between city and union representatives occur at an open public meeting was preempted by state law and unconstitutional under article XI, section 11 of the Washington State Constitution. See [Washington State Council of County and City Employees v. City of Spokane](#) (2022).

⁸ City, county, and special district governing bodies should be aware that this exemption from the OPMA does not protect the public from accessing documents that are introduced at such a meeting through a Public Records Act request. See [ACLU of WA v. City of Seattle](#) (2004).

Procedural Requirements

The OPMA establishes some basic procedural requirements that apply to all meetings of a governing body, whether they are regular or special meetings. All meetings of a governing body are, under the Open Public Meetings Act, either regular or special meetings. It does not matter if it is called a “study session” or a “workshop” or a “retreat,” it is either a regular or special meeting.

TYPES OF MEETINGS

What is a regular meeting?

A regular meeting is one that is held according to a schedule adopted by ordinance, resolution, order, or rule, as may be appropriate for the governing body. See [RCW 42.30.060](#), [.070](#), [.080](#).⁹

What is a special meeting?

A special meeting is any meeting that is not a regular meeting. In other words, special meetings are not held according to a fixed schedule. Under the OPMA, special meetings have specific notice requirements, as discussed below. Also, governing bodies may be subject to specific limitations about what may be done at a special meeting.¹⁰

What is an emergency meeting?

An emergency meeting is one that is held because the governing body needs to take expedited action to meet an unexpected emergency (such as a fire, flood or earthquake). As discussed in more detail below, emergency meetings have no notice requirements. To qualify for an emergency, the situation must be one that involves, or has the likelihood to involve, injury or damage to persons or property, when time requirements of meeting notice make notice impractical and increases the likelihood of such injury or damage or when notice cannot be posted with reasonable safety. See [RCW 42.30.070](#), [.080](#), [Mead School District v. Mead Ed. Ass'n](#) (1975).

PROCEDURAL REQUIREMENTS FOR ALL MEETINGS

The following requirements and prohibitions apply to both regular and special meetings of a governing body:

- All meetings must be open to the public ([RCW 42.30.030](#)).

⁹ Also, state law, though not the OPMA, may require the governing body of a city, county, or special district to meet with a certain regularity, such as monthly. For example, second class and code city councils, town councils, and the board of directors of any school district must meet at least once a month. See [RCW 35.23.181](#), [35.27.270](#), [35A.12.110](#), [28A.343.380](#).

¹⁰ For example, second class city councils may not pass an ordinance or approve a contract or a bill for the payment of money at a special meeting ([RCW 35.23.181](#)). Town councils may not pass a resolution or order for the payment of money at a special meeting ([RCW 35.27.270](#)). Many special purpose districts are subject to requirements that certain actions can be taken only at a regular meeting, i.e., not at a special meeting. See, e.g., [RCW 54.16.100](#) (appointment and removal of public utility district manager); [RCW 85.05.410](#) (setting compensation of board of dike district commissioners). The councils of first class and code cities and county legislative bodies have no specific limitations on actions that may be taken at a special meeting, other than those imposed by the Open Public Meetings Act.

- Meetings must be held in a physical location, with remote access optional, unless a local, state or federal emergency has been declared and the agency determines it cannot hold an in-person meeting with reasonable safety because of the emergency ([RCW 42.30.230](#)).
- Minutes are required for all regular and special meetings except executive sessions (although the announced purpose of the executive session must be included in the minutes). See [RCW 42.30.035](#) and [42.30.110\(2\)](#). Minutes must be made available for public inspection but are not required to be posted online.
- A member of the public may not be required as a condition of attendance to register their name or other information, or complete a questionnaire, or be required to fulfill any other condition to be allowed to attend ([RCW 42.30.040](#)).
- The governing body may require the removal of members of the public who disrupt the orderly conduct of a meeting. This ability to remove disruptive attendees applies to both in-person and remote meetings, although agencies have more tools available in remote meetings to prevent disruption (e.g., muting microphones, disabling chat and video). If order cannot be restored by removal of individuals, the governing body may order the meeting room cleared and may continue in session or it may adjourn and reconvene the meeting at another location, subject to the limitations in [RCW 42.30.050](#). These limitations include that final disposition may be taken only on matters appearing in the agenda and that the press and news media shall be allowed to attend the reconvened session (unless they were disruptive).
- Votes may not be taken by secret ballot. Votes taken by secret ballot are null and void. See [RCW 42.30.060\(2\)](#).
- Meetings may be adjourned (rescheduled) or continued subject to the procedures in [RCW 42.30.090](#), as discussed below.
- The governing body may exclude members of the public and meet either (1) in executive session for one of the reasons specified in and in accordance with the procedures identified in [RCW 42.30.110](#) or (2) in a closed session if the purpose of the meeting is not subject to the requirements of the OPMA under [RCW 42.30.140](#). See discussion on [executive sessions](#) and closed sessions.

PROCEDURAL REQUIREMENTS SPECIFIC TO REGULAR MEETINGS

- The date and time of regular meetings must be established by ordinance, resolution, order, or rule, as may be required for the particular governing body. The location of the regular meeting should also be designated.
- If the regular meeting date falls on a holiday, the meeting must be held on the next business day ([RCW 42.30.070](#)).
- Most agencies must post the regular meeting agenda online at least 24 hours in advance of the published start time of the regular meeting ([RCW 42.30.077](#)). This requirement does not prohibit the agency from subsequently modifying the agenda and failure to post the agenda will not invalidate otherwise legal action taken at the meeting. Cities, towns, and special purpose districts that meet the following criteria are not required to post their regular meeting agendas online:
 - Have a population within its jurisdiction of under 3,000; and
 - Have an aggregate valuation of the property subject to taxation by the district, city or town of less than \$400,000,000, as placed on the last completed and balanced tax rolls of the county preceding the date of the most recent tax levy; and

- Provide confirmation to the state auditor at the time it files its annual reports under [RCW 43.09.230](#) that the cost of posting notices on a website of its own, a shared website, or on the website of the county in which the largest portion of the district's, city's, or town's population resides, would exceed one-tenth of 1% of the district's, city's, or town's budget.

May a regular meeting agenda be modified prior to the meeting?

While the regular meeting agendas must be posted online at least 24 hours prior to the published start time of the meeting, this requirement does not preclude governing bodies from making subsequent changes to a regular meeting agenda. Governing bodies may modify the agenda by adding new items or modifying or removing items, either before or during the meeting. The OPMA does not prohibit taking final action on matters that are added to the preliminary regular meeting agenda. Agencies must be mindful of any restrictions in their local rules of procedures as those rules may affect the timing of agenda modifications and whether the agency can take final action on matters added to the agenda.

PROCEDURAL REQUIREMENTS SPECIFIC TO SPECIAL MEETINGS

The procedural requirements that apply to special meetings deal primarily with the notice that must be provided. These requirements, contained in [RCW 42.30.080](#), are as follows:

- A special meeting may be called by the presiding officer or by a majority of the members of the governing body.¹¹
- Written notice must be delivered personally, by mail, by fax, or by email at least 24 hours before the time of the special meeting to:
 - Each member of the governing body, and to
 - Each local newspaper of general circulation and each local radio or television station that has on file with the governing body a written request to be notified of that special meeting or of all special meetings.¹²
- Notice of the special meeting must be provided to the public as follows:
 - “Prominently displayed” at the main entrance of the agency’s principal location, and at the meeting site if the meeting will not be held at the agency’s principal location and is not held as a remote meeting; and
 - Posted on the agency’s website. Website posting is not required if the agency:
 - Does not have a website or does not share a website with another agency;
 - Does not employ any full-time equivalent employees; or
 - Does not employ personnel whose job it is to maintain or update the website.

¹¹ There is a conflict between the provision in [RCW 42.30.080](#) authorizing a majority of the members of a governing body to call a special meeting and the provision for code cities in [RCW 35A.12.110](#) authorizing three members of the city council to call a special meeting. This conflict occurs only with respect to a code city with a seven-member council, because three members is less than a majority. Since [RCW 42.30.140](#) provides that the provisions of the OPMA will control in case of a conflict between it and another statute, four members of a seven-member code city council, not three, are needed to call a special meeting.

¹² Note also that statutes relating to each class of city require that cities: “[...] establish a procedure for notifying the public of upcoming hearings and the preliminary agenda for the forthcoming council meeting. Such procedure may include, but not be limited to, written notification to the city’s official newspaper, publication of a notice in the official newspaper, posting of upcoming council meeting agendas, or such other processes as the city determines will satisfy the intent of this requirement.” See [RCW 35A.12.160](#), [35.22.288](#), [35.23.221](#), [35.27.300](#). There are no similar statutes that apply to counties or special purpose districts. Nevertheless, we recommend that counties and special districts establish like procedures for notifying the public.

- The notice must specify:
 - The time and place of the special meeting, and
 - The business to be transacted at the special meeting.
- The governing body may take final action only concerning matters identified in the notice of the special meeting. This does not prevent a governing body from discussing or otherwise taking less than final action with respect to a matter not identified in the notice.
- Written notice to a member or members of the governing body is not required when:
 - A member files at or prior to the meeting a written waiver of notice or provides a waiver by telegram, fax, or email; or
 - The member is present at the meeting at the time it convenes.

PROCEDURAL REQUIREMENTS SPECIFIC TO EMERGENCY MEETINGS

Special meeting notice requirements may be dispensed with when a special meeting is called to deal with an emergency¹³ involving injury or damage to persons or property or the likelihood of such injury or damage, when the time requirements of the notice would make notice impractical and increase the likelihood of such injury or damage or when notice cannot be posted or displayed with reasonable safety.

If the local, state or federal government declares an emergency and the local government determines it cannot hold a meeting of the governing body with in-person attendance with reasonable safety, the agency may hold a fully remote meeting or hold a meeting at which physical attendance by some or all members of the public is limited ([RCW 42.30.230](#)). In the event of such a meeting, notice must be posted on the agency website even if the agency does not employ full-time-equivalent employees or does not employ personnel whose duty is to maintain or update the website ([RCW 42.30.080](#)(2)(b)).

LOCATION OF MEETINGS

The OPMA does not require that a city, county or, special district governing body hold its meetings within the city or in a particular place in the county or district. However, other statutes require governing bodies to meet in specific locations in order to conduct business.

The councils of code cities, second class cities, and towns may take final actions on ordinances and resolutions only at a meeting within the city or town ([RCW 35.23.181](#), [35.27.270](#), [35A.12.110](#)). Also, as a general matter, county legislative bodies must hold their regular meetings at the county seat ([RCW 36.32.080](#)). However, county legislative bodies can hold regular meetings outside the county seat but within the county if the legislative body determines that “holding a meeting at an alternate location would be in the interest of supporting greater citizen engagement in local government,” as follows: (1) once per calendar month in a city with a greater population than the city in which the county seat is located; and (2) once per calendar quarter in any other location. No more than one meeting per calendar month may be held at an alternate

¹³ The type of emergency contemplated here is a severe one that “involves or threatens physical damage” and requires urgent or immediate action. See [Mead Sch. Dist. No. 354 v. Mead Educ. Ass’n](#) (1975).

location. County legislative bodies may hold special meetings in the county outside of the county seat if there are agenda items that “are of unique interest or concern” to the residents of the area of the county in which the meetings are held ([RCW 36.32.090](#)). And joint meetings – regular or special – of two or more county legislative authorities may be held in the county seat of a participating county if the meeting agenda includes an item or items that “relate to actions or considerations of mutual interest or concern to the participating legislative authorities.”

Some special purpose district governing bodies, such as school district boards of directors, are specifically required to hold their regular meetings within the district, while others, such as irrigation districts, are specifically required to hold meetings in the county where the district is located. See [RCW 28A.330.070](#) (school districts) and [RCW 87.03.115](#) (irrigation districts). Where the statutes are silent as to where meetings must be held for a particular type of district, they should be held within the district or, at the very least, within the county in which the district is located.

PUBLIC COMMENT

Except in an emergency situation, the OPMA requires the governing body to provide an opportunity for public comment “at or before every regular meeting at which final action is to be taken” ([RCW 42.30.240](#)). The comment can be given verbally or in writing. This does not mean that the governing body must allow public comment at every meeting. First, it must be a “regular” meeting. While there is no specific definition of “regular meeting,” a conservative interpretation of the statute is that any meeting that is on the adopted meeting schedule is a “regular meeting.” It does not matter if your agency refers to the meeting as a “business meeting” or a “study session,” if the meeting is on a schedule that is adopted by ordinance, resolution, order, or rule then it is a regular meeting. Second, it must be a meeting at which “final action” is to be taken. “Final action” is defined in [RCW 42.30.020](#)(4):

“Final action” means a collective positive or negative decision, or an actual vote by a majority of the members of a governing body when sitting as a body or entity, upon a motion, proposal, resolution, order, or ordinance.

The governing body has flexibility in deciding when and how it will accept public comment. For example, it can decide that it will only take written comment submitted in advance of the meeting or that it will only take oral comment at the beginning of the meeting. However, if a person notifies the governing body that the person will have “difficulty attending a meeting” because of “disability, limited mobility, or for any other reason that will make physical attendance at a meeting difficult” the governing body must (if feasible) provide an opportunity for that person to provide oral testimony remotely if it is taking oral testimony in-person during the meeting.

MEETING ADJOURNMENTS OR CANCELLATIONS

Meeting Adjournment

The OPMA provides that a meeting can be adjourned – or rescheduled – to a specified time and place ([RCW 42.30.090](#)).¹⁴

¹⁴ While the term “adjournment” in the OPMA refers to rescheduling a meeting, it is a common and acceptable practice for local governments to end their regular or special meetings by indicating that the meeting is “adjourned.”

There are a few circumstances under which a meeting might be adjourned:

- When the governing body does not achieve a quorum. In that circumstance, less than a quorum may adjourn a meeting to a specified time and place; or
- When all members are absent from a regular meeting or an adjourned regular meeting. In that instance, the clerk or secretary of the governing body may adjourn the meeting to a stated time and place, with notice provided as required for a special meeting, unless notice is waived as provided for special meetings. However, the resulting meeting is still considered a regular meeting.

Meeting Cancellation

The OPMA does not specifically address cancellation of a regular meeting.¹⁵ Technically, a regular meeting can only be adjourned under [RCW 42.30.090](#). But MRSC is aware that local governments often use the term “cancel” when a meeting must be rescheduled (or not held) because of weather, holidays, or knowledge that a quorum is not going to be present. If an agency is not aware of the need to cancel in advance of the meeting but a quorum is not present for a meeting, then those members present (or the clerk or secretary of the governing body if no members are present) can adjourn the meeting to the next regularly scheduled meeting or to an alternative date and time.

Notice Requirements

While not specifically authorized by the OPMA, if an agency knows in advance of the meeting that it must be rescheduled or not held, then MRSC recommends that the notice of “cancellation” should state that the regular meeting is cancelled and rescheduled to the next regular meeting date. Or if the meeting is being rescheduled to a date/time other than that for the next regular meeting, then it should be noticed as a special meeting. In either case notice should be given in the same manner that notice is given for a special meeting under [RCW 42.30.080](#).

Except in the case of remote meetings without a physical location, notice of an adjourned or cancelled meeting is to be provided as follows:

- An order or notice of adjournment or cancellation, specifying the time and place of the meeting to be adjourned or cancelled, must be “conspicuously posted” immediately following adjournment on or near the door of the place where the meeting was held.
- Members of the governing body must receive written notice by mail, fax, or email.
- The order or notice must be posted on the agency’s website unless the agency meets the exception criteria in [RCW 42.30.080\(2\)\(b\)](#).
- If the notice or order of an adjourned or cancelled meeting fails to state the hour at which the adjourned or cancelled meeting is to be held, it must be held at the hour specified for regular meetings by ordinance, resolution, or other rule ([RCW 42.30.090](#)).

¹⁵ When cancelling a regular meeting, be mindful of any state law requirements that the governing body meet a specified number of times per month (for example second class and code city councils and town councils must meet at least once a month. See [RCW 35.23.181](#), [35.27.270](#), [35A.12.110](#)).

Hearings

If the governing body is holding a hearing, the hearing may be continued at a later date by following the same procedures for adjournment of meetings ([RCW 42.30.100](#)).

SELECTED QUESTIONS ON PROCEDURAL REQUIREMENTS

Below are additional questions and answers addressing the OPMA's procedural requirements. For more questions and answers about the OPMA, see MRSC's page on [Open Public Meetings Act FAQs](#).

Must a city, county, or special purpose district provide published notice of a special meeting?

While notice of a special meeting does not need to be published in the newspaper, the agency must post the special meeting notice on its website unless it does not have a website or does not share a website with another agency. See [RCW 42.30.080](#)(2)(b). If an agency does not employ any full-time equivalent employees or does not employ personnel whose duty it is to maintain or update the website, it also does not need to post special meeting notice on its website except for the following circumstances:

- The meeting is a fully remote meeting; or
- The meeting is one in which physical attendance by some or all members of the public is limited due to a declared emergency.

May notice to the media of a special meeting be provided by mail, fax, or email?

Yes. [RCW 42.30.080](#) allows notice by mail, fax, or email.

Is an agency required to audio or video record a regular or special meeting?

The OPMA encourages but does not require that agencies record their regular meetings.¹⁶ The OPMA does not encourage recording of special meetings. This is true even if the meeting is held either fully or partially remote. See [RCW 42.30.220](#).

There is also no requirement that the recordings be posted to the agency's website. The recordings must be retained for the period required by the Washington State Archives' [Local Government Records Retention schedule](#) and must be made available to the public under the Public Records Act ([Ch. 42.56 RCW](#)).

May a governing body prohibit a member of the public from recording a meeting of the governing body?

No, there is no legal basis for prohibiting the audio or video recording of a meeting of the governing body, unless the recording disrupts the meeting. If the governing body enacted such a rule, it essentially would be conditioning attendance at a meeting on not recording the meeting. This would be contrary to [RCW 42.30.040](#), which prohibits a governing body from imposing any condition on attending a public meeting. See [AGO 1998 No. 15](#).

¹⁶ The one exception to this is that school district boards of directors must audio record all regular and special meetings at which final action is taken or formal public testimony is accepted. [RCW 42.30.035](#).

How can a majority of the governing body agree outside of a formal meeting to call a special meeting without violating the OPMA?

Since a majority of the governing body, under [RCW 42.30.080](#), may call a special meeting “at any time,” it would indeed be an anomaly if, in calling for that meeting, the majority would be considered to have violated the OPMA. In MRSC’s opinion, the only way to give effect to this statutory provision is to allow a majority to communicate as a group in some way (e.g., by phone, email, in person, or through the clerk’s office) to decide whether to have a special meeting, when to have it, and what matters it will deal with. The members could not discuss anything else, such as the substance of the matters to be discussed at the special meeting.

May the agency change the date and time or location of a regular meeting?

The OPMA does not address a one-time change to the date and time or location of a regular meeting. If an agency wants to make a one-time change to the date and time or the location of its regular meeting schedule, it should notice the new meeting as a special meeting pursuant to [RCW 42.30.080](#).

How should the agency notice a joint meeting of the legislative body (such as the city council) and a subagency (such as the planning commission)?

If the subagency is joining the legislative body at its regular meeting, the meeting should be noticed as a special meeting of the subagency. The agenda should include “joint meeting” as an agenda item. If the legislative body and subagency are not meeting during a regular meeting, then the meeting should be noticed as a special meeting of the two bodies.

Executive Sessions

“Executive session” is not expressly defined in the Open Public Meetings Act, but the term is commonly understood to mean that part of a regular or special meeting of a governing body that is closed to the public. A governing body may hold an executive session only for specified purposes, which are identified in [RCW 42.30.110\(1\)\(a\)-\(p\)](#),¹⁷ and only during a regular or special meeting. Nothing, however, prevents a governing body from holding a meeting, which complies with the OPMA's procedural requirements, for the sole purpose of having an executive session. A governing body should always follow the basic rule that it may not take final action in an executive session.

Information shared in a properly convened executive session is confidential and participants have a duty to keep it so. Disclosure of confidential information from an executive session by a municipal officer violates [RCW 42.23.070\(4\)](#), which prohibits municipal officers from disclosing confidential information gained by reason of the officer's position. See [AGO 2017 No. 5](#). Confidentiality does not apply to executive session information that was previously publicly discussed or that fell outside the meeting scope.

ATTENDANCE AT EXECUTIVE SESSIONS

Attendance at an executive session need not be limited to the members of the governing body. Persons other than the members of the governing body may attend the executive session at the invitation of that body. Those invited should have some relationship to the matter being addressed in the executive session, or they should be attending to otherwise provide assistance to the governing body. For example, when the governing body is meeting in executive session to discuss litigation or potential litigation, legal counsel must be present and participate in the discussion. Another example of attendance by individuals other than the governing body is when staff of the governing body or of the governmental entity may be needed to present information or to take notes or minutes. Minutes are not required to be taken at an executive session, and because they would be subject to disclosure under the Public Records Act, we recommend that agencies do not take executive session minutes. See [RCW 42.32.030](#).

PROCEDURAL REQUIREMENTS FOR HOLDING EXECUTIVE SESSIONS

Before a governing body may convene in executive session, the presiding officer must publicly announce the executive session to those attending the meeting by stating two things:

- The purpose of the executive session, and
- The time when the executive session will end.

The announced purpose of the executive session must be one of the statutorily-identified purposes for which an executive session may be held and the purpose must be included in the regular or special meeting minutes.

¹⁷ There is at least one statute outside of the Open Public Meetings Act that authorizes an executive session for a purpose not identified in [RCW 42.30.110\(1\)\(a\)-\(p\)](#). [RCW 70.44.062](#) authorizes the board of commissioners of a public hospital district to meet in executive session “concerning the granting, denial, revocation, restriction, or other consideration of the status of the clinical or staff privileges of a physician or other health care provider” or “to review the report or the activities of a quality improvement committee.”

The announcement must contain enough detail to identify the purpose as falling within one of those identified in [RCW 42.30.110\(1\)](#).

If the executive session is not over at the stated time, it may be extended only if the presiding officer announces to the public at the meeting place that it will be extended to a stated time. If the governing body concludes the executive session *before* the time that was stated it would conclude, it may not reconvene in open session until the time stated. Otherwise, the public may, in effect, be excluded from that part of the open meeting that occurs between the close of the executive session and the time that was announced for the conclusion of the executive session.

After conclusion of the executive session, the presiding officer returns to the open session even if it is just to adjourn the meeting.

ALLOWED PURPOSES FOR HOLDING EXECUTIVE SESSIONS

An executive session may be held only for one or more of the purposes identified in [RCW 42.30.110\(1\)](#). Identified below are selected purposes which have practical application to cities, counties, and special purpose districts. The complete list of purposes is set forth in the statute.

- **National Security** ([RCW 42.30.110\(1\)\(a\)\(i\)](#))

“To consider matters affecting national security.”

Until the events of September 11, 2001, the provision allowing for consideration of matters affecting national security in executive session had little, if any, practical application to cities, counties, or special districts. However, since the events of September 11, 2001, it has become clear that local security issues may in some instances have national security implications. So, discussions by city, county, or district governing bodies of security matters relating to possible terrorist activity should come within the ambit of this executive session provision. This would include discussions of vulnerability or response assessments relating to criminal terrorist activity.

- **Data Security Breach** ([RCW 42.30.110\(1\)\(a\)\(ii\)](#))

“To consider, if in compliance with any required data security breach disclosure under [RCW 19.255.010](#) and [RCW 42.56.590](#), and with legal counsel available, information regarding the infrastructure and security of computer and telecommunications networks, security and service recovery plans, security risk assessments and security test results to the extent that they identify specific system vulnerabilities, and other information that if made public may increase the risk to the confidentiality, integrity, or availability of agency security or to information technology infrastructure or asset.”

This provision permits executive session discussion of cybersecurity concerns, so long as legal counsel is present, and the discussion meets the provision’s criteria.

- **Purchase or Lease of Real Estate** ([RCW 42.30.110\(1\)\(b\)](#))

“To consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price.”

This provision has two elements:

- The governing body must be considering either purchasing or leasing real property; and
- Public knowledge of the governing body’s consideration would likely cause an increase in the price of the real property.

The consideration of the purchase of real property under this provision can involve condemnation of the property, including the amount of compensation to be offered for the property. See [Port of Seattle v. Rio](#) (1977).

Since this provision recognizes that the process of purchasing or leasing real property or selecting real property to purchase or lease may justify an executive session, it implies that the governing body may need to reach some consensus in executive session as to the price to be offered or the particular property to be selected. See [Port of Seattle v. Rio](#) (1977) at 723-25. However, the State Supreme Court has emphasized that “only the action explicitly specified by [an] exception may take place in executive session.” See [Miller v. Tacoma](#) (1999). See also, [Feature Realty, Inc. v. Spokane](#) (9th Cir. 2003). Taken literally, this limitation would preclude a governing body in executive session from actually selecting a piece of property to acquire or setting a price at which it would be willing to purchase or lease property, because such action would be beyond mere “consideration.” Yet, the purpose of allowing this type of consideration in an executive session would be seemingly defeated by requiring a vote in open session to select the property or to decide how much to pay for it, where public knowledge of these matters would likely increase its price. While this issue awaits judicial or legislative resolution, city and county legislative bodies and special district governing bodies should exercise caution.

- **Sale or Lease of Agency Real Estate** ([RCW 42.30.110](#)(1)(c))

“To consider the minimum price at which real estate will be offered for sale or lease when public knowledge regarding such consideration would cause a likelihood of decreased price. However, final action selling or leasing public property shall be taken in a meeting open to the public.”

This subsection, the reverse of the previous one, also has two elements:

- The governing body must be considering the minimum price at which real property belonging to the city or county will be offered for sale or lease; and
- Public knowledge of the governing body's consideration will likely cause a decrease in the price of the property.

The requirement here of taking final action selling or leasing the property in open session may seem unnecessary, since all final actions must be taken in a meeting open to the public. However, its probable purpose is to indicate that, although the decision to sell or lease the property must be made in open session, the governing body may decide in executive session the minimum price at which it will do so. However, see the discussion under the previous provision for meeting in executive session and taking any action in executive session that is not expressly authorized.

If there would be no likelihood of a change in price if these real property matters are considered in open session, then a governing body should not meet in executive session to consider them.

Washington's Supreme Court has said that this section is to be used sparingly. Only actual price can be discussed in executive session. In a case involving a port's lease of its property to a private party, the Court said that factors such as potential impacts on local jobs, local spending, environmental risks, public safety, and risks to neighboring tenants should have been discussed in an open session. These types of factors comprising value must be discussed in open session, though "their specific dollars-and-cents impact on price" may be discussed in executive session. See [Columbia Riverkeeper v. Port of Vancouver USA](#) (2017).

- **Review Negotiations on Performance of Bid Contracts** ([RCW 42.30.110\(1\)\(d\)](#))

"To review negotiations on the performance of publicly bid contracts when public knowledge regarding such consideration would cause a likelihood of increased costs."

This subsection indicates that when a city, county, or special district and a contractor performing a publicly bid contract are negotiating over contract performance, the governing body may "review" those negotiations in executive session if public knowledge of the review would likely cause an increase in contract costs. There is no case law on this provision and it is not clear what circumstances would result in a governing body meeting in executive session under this provision.

- **Complaints and Charges Against Officer or Employee** ([RCW 42.30.110\(1\)\(f\)](#))

"To receive and evaluate complaints or charges brought against a public officer or employee. However, upon the request of such officer or employee, a public hearing or a meeting open to the public shall be conducted upon such complaint or charge."

For purposes of meeting in executive session under this provision, a "charge" or "complaint" must have been brought against a city, county, or special district officer or employee. A "public officer" includes members of the governing body and volunteers who serve in public officer positions, such as a member of a subagency like the planning commission. The complaint or charge could come from within the city, county, or district or from the public, and it need not be a formal charge or complaint. The bringing of the complaint or charge triggers the opportunity of the officer or employee to request that the discussion be held in open session.

As a general rule, city governing bodies that are subject to the OPMA do not deal with individual personnel matters.¹⁸ For example, the city council should not be involved in individual personnel decisions, as these are within the purview of the administrative branch under the authority of the mayor or city manager.¹⁹ This provision for holding an executive session should not be used as a justification for becoming involved in personnel matters which a governing body may have no authority to address.

¹⁸ A civil service commission is an obvious exception. It, however, addresses personnel actions taken against a covered officer or employee, and it does so in the context of a formal hearing. Another exception is where the governing body may be considering a complaint against one of its members. Also, when a city council has confirmation authority over a mayoral appointment, it may discuss the appointment that is subject to confirmation in executive session.

¹⁹ An exception is where the council, in a council-manager city, may be considering a complaint or charge against the city manager.

- **Evaluate Applicants for Employment or Review Performance of Employees** ([RCW 42.30.110](#)(1)(g))

“To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. However, subject to [RCW 42.30.140](#)(4), discussion by a governing body of salaries, wages, and other conditions of employment to be generally applied within the agency shall occur in a meeting open to the public, and when a governing body elects to take final action hiring, setting the salary of an individual employee or class of employees, or discharging or disciplining an employee, that action shall be taken in a meeting open to the public.”

There are two different purposes under this provision for which a governing body may meet in executive session: (1) to evaluate qualifications of applicants for public employment; and (2) to review the performance of a public employee. This means that a governing body may evaluate in executive sessions persons who apply for appointive office positions, such as a city manager, as well as those who apply for appointive office or employee positions.²⁰ But, they would not evaluate in executive session:

- The performance of a member of the legislative body (who is not considered a public employee in most circumstances). As mentioned above, complaints or charges against a member of the governing body can be discussed in an executive session under [RCW 42.30.110](#)(1)(f).
- Applicants for or the performance of uncompensated, appointed offices (like the planning commission) or general volunteer positions (such as a parks department volunteer).

The first purpose under this provision involves evaluating the qualifications of applicants for public employment. This could include personal interviews with an applicant, discussions concerning an applicant's qualifications for a position, and discussions concerning salaries, wages, and other conditions of employment personal to the applicant.

This authority to “evaluate” applicants in executive session allows a governing body to discuss the qualifications of applicants, not to choose which one to hire (to the extent the governing body has any hiring authority). Although this subsection expressly mandates that “final action hiring” of an applicant for employment be taken in open session, this does not mean that a governing body may take preliminary votes in executive session that eliminate candidates from consideration. See [Miller v. Tacoma](#) (1999).

The second part of this provision concerns reviewing the performance of a public employee. Typically, this is done where the governing body is considering a promotion or a salary or wage increase for an individual employee or where it may be considering disciplinary action.²¹

The result of a governing body's executive session review of the performance of an employee may be that the body will take some action either beneficial or adverse to the officer or employee. That action, whether raising a salary of or disciplining an officer or employee, must be made in open session.

²⁰ The courts have, for various purposes, distinguished between a public “office” and a public “employment.” See, e.g., [Oceanographic Comm'n v. O'Brien](#) (1968); [State ex rel. Hamblen v. Yelle](#) (1947); [State ex rel. Brown v. Blew](#) (1944). A test used to distinguish between the two is set out in [Blew](#) at 51.

²¹ In general, a city council has little or no authority regarding discipline of public officers or employees. An exception would be a city manager over which the council has removal authority. See [RCW 35A.13.130](#) and [35.18.120](#).

Any discussion involving salaries, wages, or conditions of employment to be “generally applied” in the city, county, or district must take place in open session. However, discussions that involve collective bargaining negotiations or strategies are not subject to the Open Public Meetings Act and may be held in closed session without being subject to the procedural requirements for an executive session ([RCW 42.30.140\(4\)](#)).

- **Evaluate Candidates for Appointment to Elective Office** ([RCW 42.30.110\(1\)\(h\)](#))

“To evaluate the qualifications of a candidate for appointment to elective office. However, any interview of such candidate and final action appointing a candidate to elective office shall be in a meeting open to the public.”

This provision applies to a city, county, or district governing body only when it is filling a vacant elective position. Under this provision, the governing body may meet in executive session to evaluate the qualifications of applicants for the vacant position. However, any interviews with the candidates must be held in open session. As with all other appointments, the vote to fill the position must also be in open session.

This provision does not allow evaluation in executive session of a candidate for a nonelected, appointive positions because this provision is limited to evaluations of candidates for elective office.

- **Discuss Enforcement Actions and Litigation with Legal Counsel** ([RCW 42.30.110\(1\)\(i\)](#))

“To discuss with legal counsel representing the agency matters relating to agency enforcement actions, or to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the agency.

This subsection (1)(i) does not permit a governing body to hold an executive session solely because an attorney representing the agency is present. For purposes of this subsection (1)(i), “potential litigation” means matters protected by RPC 1.6²² or [RCW 5.60.060\(2\)\(a\)](#)²³ concerning:

- (i) Litigation that has been specifically threatened to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party;
- (ii) Litigation that the agency reasonably believes may be commenced by or against the agency, the governing body, or a member acting in an official capacity; or
- (iii) Litigation or legal risks of a proposed action or current practice that the agency has identified when public discussion of the litigation or legal risks is likely to result in an adverse legal or financial consequence to the agency.”

²² RPC 1.6 is part of the Rules of Professional Conduct for attorneys, and it deals specifically with client confidentiality, generally prohibiting disclosure of client confidences except in certain specific situations.

²³ [RCW 5.60.060\(2\)\(a\)](#) provides that an attorney may not be compelled to be a witness at trial and reveal client confidences.

Three basic requirements must be met before this provision can be used by a governing body to meet in closed session:²⁴

- The attorney or special legal counsel representing the city, county, or special district must attend the executive session to discuss the enforcement action or the litigation or potential litigation;
- The discussion with legal counsel must concern either an enforcement action or litigation or potential litigation to which the city, county, district, a governing body, or one of its members is or is likely to become a party; and
- Public knowledge of the discussion would likely result in adverse legal or financial consequence to the city, county, or district.

The potential litigation issue. This provision allows governing bodies to discuss in executive session the legal risks of a proposed or existing practice or action, when discussing those risks in open session would likely have an adverse effect on the agency's financial or legal position. This allows a governing body to freely consider the legal implications of a proposed decision or an existing practice without the attendant concern that some future litigation position might be jeopardized.

The probability of adverse consequence to the city or county. It is probable that public knowledge of most governing body discussions of existing litigation would result in adverse legal or financial consequence to the city, county, or district. Knowledge by one party of the communications between the opposing party and its attorney concerning a lawsuit will almost certainly give the former an advantage over the latter. The same probably can be said of most discussions that qualify as involving potential litigation.

The State Supreme Court has held that a governing body is not required to determine beforehand whether public knowledge of the discussion with legal counsel would likely have adverse consequences; it is sufficient if the agency, from an objective standard, should know that the discussion is not benign and that public knowledge of it will likely result in adverse consequences. See [Recall of Lakewood City Council](#) (2001).

Again, no final action in executive session. The purpose of this executive session provision is to allow the governing body to discuss litigation or enforcement matters with legal counsel; the governing body is not authorized to take final action regarding such matters in an executive session. See [Miller v. Tacoma](#) (1999) and [Feature Realty, Inc. v. Spokane](#) (9th Cir. 2003) (emphasizing that, in order for any action to take place legally in executive session, authority must be "explicitly specified" in an exemption under [RCW 42.30.110\(1\)](#)). The only action that is specifically authorized in this exemption is discussion.

However, since a basic purpose of shielding these discussions from public view is to protect the secrecy of strategic moves concerning litigation, the scope of a governing body's authority in executive session should be interpreted to afford that protection. So, for example, while this provision does not authorize a governing body to approve a settlement agreement in executive session, it should provide authority for that body to authorize its legal counsel to settle a case for no higher than a certain amount. An interpretation supporting the council's authority to take such action appears warranted, but such an interpretation may not be supported by the strict language in case law.

²⁴ This provision for holding an executive session is based on the legislative recognition that the attorney-client privilege between a public agency governing body and its legal counsel can co-exist with the Open Public Meetings Act. See [Final Legislative Report, Forty-Ninth Legislature, 1985 Regular and 1st Special Sessions](#) (SSB 3386); see also [Recall of Lakewood City Council](#) (2001); [Port of Seattle v. Rio](#) (1977); [AGO 1971 No. 33](#). However, that privilege is not necessarily as broad as it may be between a private party and legal counsel.

SELECTED QUESTIONS ON EXECUTIVE SESSIONS

Below are additional questions and answers addressing executive sessions. For more questions and answers about the OPMA, see MRSC's page on [Open Public Meetings Act FAQs](#).

May an executive session be called to discuss “personnel matters”?

No, this would not be a legally sufficient reason to hold an executive session. The purpose for holding an executive session must be within those specifically identified in [RCW 42.30.110\(1\)](#). Although there are personnel issues that may be addressed in an executive session under this statute, such as complaints or charges against an employee or an employee's performance, “personnel matters” is too broad a purpose and could include purposes not authorized by the statute.

May a city council meet in executive session to ask the mayor to resign?

No. Although the council could meet in executive session to discuss complaints or charges against the mayor, the council should take the action of asking for the mayor's resignation in open session. (Of course, a mayor is not legally bound by the council's wishes.)

May a governing body meet in executive session at a special meeting if the notice of the special meeting did not identify that an executive session would be held?

Yes. But [RCW 42.30.080](#) would prevent the governing body from taking final action on a matter that was discussed in executive session when the body reconvenes the open session, unless that action was already on the published agenda. As well, from a policy standpoint, the meeting notice should identify the executive session if the governing body knows at the time of giving the notice that it will be meeting in executive session at the special meeting.

If three members of a seven-member city council interview candidates for a council vacancy, must those interviews be open to the public?

Yes. Although they do not represent a quorum of the council, the three councilmembers would be acting on behalf of the entire council in conducting these interviews. As such, they would be considered a “governing body” subject to the OPMA. Since interviews by a governing body of candidates for appointment to elective office must occur in an open meeting under [RCW 42.30.110\(1\)\(h\)](#), this three-member committee may not meet in executive session for the purpose of interviewing the candidates.

Penalties and Enforcement

The only avenue provided by the Open Public Meetings Act to enforce its provisions or to impose a penalty for a violation of its provisions is by an action in superior court. “Any person” may bring that action in superior court. If a superior court determines that a violation has occurred, liability may be imposed as follows:

- **Individual Liability**

Members of a governing body who attend a meeting where action is taken in violation of the OPMA are subject to a \$500 penalty for the first violation, if they attend with knowledge that the meeting is in violation of the OPMA ([RCW 42.30.120\(1\)](#)). Subsequent knowing violations of the OPMA carry a \$1,000 penalty. Violation of the OPMA is not a criminal offense. The penalty is assessed by the superior court, and any person may bring an action to enforce the penalty ([RCW 42.30.120\(2\)](#)).

Also, a knowing or intentional violation of the OPMA may provide a legal basis for recall of an elected member of a governing body, although recall is not a penalty under the OPMA. See [Recall of Lakewood City Council](#) (2001), [In re Recall of Kast](#) (2001).

- **City, County, or District Liability**

The city, county, or district is liable for all costs, including reasonable attorney fees. However, if a court determines by written findings that an action for violation of the OPMA was “frivolous and advanced without reasonable cause,” a city, county, or district may be awarded reasonable expenses and attorney fees ([RCW 42.30.120\(4\)](#)).

In addition to the above, any person may bring an action by mandamus or injunction to stop violations of the OPMA or to prevent threatened violations ([RCW 42.30.130](#)).

Actions in violation of the OPMA are null and void. Any ordinance, resolution, rule, regulation, order, or directive that is adopted at a meeting that does not comply with the OPMA, and any secret vote taken, is null and void ([RCW 42.30.060](#)). This does not, however, mean that a subsequent action that complies with the OPMA is also invalidated. See [OPAL v. Adams County](#) (1996), [Clark v. City of Lakewood](#) (9th Cir. 2001), and [AGO 1971 No. 33](#). But, where action taken in open session merely ratifies an action taken in violation of the OPMA, the ratification is also null and void. See [Clark v. City of Lakewood](#) (2001) and [Miller v. Tacoma](#) (1999).

Training Requirements

The OPMA requires that all members of governing bodies, state and local, receive training on the requirements of the Open Public Meetings Act ([RCW 42.30.205](#)).

The training must be completed within 90 days after a governing body member takes the oath of office or otherwise assumes the duties of the position. The training must be repeated at intervals of no longer than four years, as long as an individual is a member of the governing body. This legislation does not specify the training that must be received, other than it is to be on the requirements of the OPMA and that it may be completed remotely. No penalty is provided for the failure of a member of a governing body to receive the required training.

For more information on this training requirement, see the Attorney General's [Open Government training](#) page.

Appendix: Recommended Resources

MUNICIPAL RESEARCH AND SERVICES CENTER (MRSC)

- [Open Public Meetings Act Basics](#) – Basic OPMA overview.
- [Executive Session Basics](#) – Basic overview of executive sessions as allowed by the OPMA.
- [Open Public Meetings Act FAQs](#) – Browse answers to frequently asked questions (FAQs) from local governments regarding the Open Public Meetings Act.
- [Executive Session FAQs](#) – Browse answers to frequently asked questions (FAQs) from local governments regarding executive sessions as allowed by the Open Public Meetings Act.
- [OPMA Practice Tips and Checklists](#) – Developed in partnership with the State Auditor's Center for Government Innovation, these practice tips and short checklists provide practical guidance for local agencies.
- [OPMA Court Decisions and AG Opinions](#) – Key court decisions and attorney general opinions regarding the OPMA organized by topic.
- [Public Hearings](#) – Provides an overview of the legal requirements for conducting public hearings in Washington State and describes the basic procedures that should be followed for a proper public hearing.
- [Recent blog posts about OPMA](#) – Articles written by MRSC staff and contributors about specific aspects of the OPMA, including executive sessions, new legislation, and court decisions. Articles are listed in reverse chronological order, with the most recent first.
- [PRA and OPMA E-Learning Course for City/Town Elected Officials](#) – MRSC partners with the Association of Washington Cities (AWC) to produce two free e-learning courses for city and town councilmembers and mayors, one dealing with the with the Open Public Meetings Act (OPMA) and the other with the Public Records Act (PRA).
- [Upcoming Trainings](#) – MRSC produces webinars every month and several virtual and in person workshops throughout the year, many related to open government.

WASHINGTON STATE OFFICE OF THE ATTORNEY GENERAL (AGO)

- [Open Government](#) – Provides links to OPMA trainings and other AGO resources on the OPMA and PRA.
- [OPMA Guidance on Frequently Asked Questions About Processes to Fill Vacant Positions by Public Agency Governing Boards](#) (2016) – This guidance is intended to assist public agency governing bodies in complying with the OPMA when filling vacant positions in their agencies.



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**2601 Fourth Avenue, Suite 800
Seattle, WA 98121-1280**

Coversheet

Fundraiser: Panda Express Night

Section: VII. New Business
Item: B. Fundraiser: Panda Express Night
Purpose:
Submitted by:
Related Material: px-community-flyer-359999.pdf



Fundraiser for

Spokane International Academy

20% of event sales will be donated

Spokane International Academy is K - 12th grade charter school in Spokane, WA.



When

Wednesday, September 27, 2023

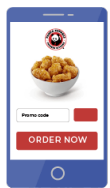
Time: 10:00 AM to 11:00 PM

Where

Panda Express located at:

**2223 W. Wellesley Rd Space A Spokane
WA 99205
(509) 325 - 2238**

How to Order



Online

**PandaExpress.com or the App.
Enter 359999 in the fundraiser code box**

or



In-Person

**Bring paper flyer or show it on
your smartphone**

Order ahead or on the event day Wednesday, September 27, 2023



**Health
and Safety**

Committed to your health and safety. Panda Express
is recognized as **America's safest restaurant brand.**

Participating fundraiser guests are required to present a valid fundraiser flyer (paper copy or digital image) with each order to receive credit towards the fundraiser. Flyers may not be distributed inside or within the vicinity of the restaurant including, without limitation to, the restaurant parking lot before or during the fundraiser. Panda Restaurant Group reserves the right cancel any and all fundraiser events, if the Panda Restaurant Group Fundraiser Guidelines are not followed. Panda Restaurant Group will donate 20% of all purchases made, pre-tax and before fees, at the designated date, time, and your Panda Express location when purchased with your unique code at check-out or when a copy of this flyer is presented. Purchase(s) of gift cards do not count towards the fundraiser, but purchases made with gift cards will count. No portion of purchase is tax deductible.

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