Spokane International Academy

Regular Board Meeting

In Person with Zoom option

Published on August 26, 2024 at 2:34 PM PDT

Date and Time

Wednesday August 28, 2024 at 4:30 PM PDT

Location

Monthly Board meetings will be held in person every 4th Wednesday of each month at the Spokane International Academy campus (unless the day falls on a holiday). Virtual option is available via Zoom.

Join Zoom Meeting
https://us06web.zoom.us/j/86373525000?pwd=fjV57eCbjOL2yX43M8k45mgPUKPnLK.1
Meeting ID: 863 7352 5000
Passcode: 598005

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

	Purpose	Presenter	Time

a college degree, in order to become leaders who can powerfully transform their communities.

II.   Opening Items

A.   Record Attendance

B.   Call the Meeting to Order

III.   Consent Agenda   4:30 PM

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 HOS, 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
- WIAA and Sports
- Resolution 2024-1 Out of Endorsement Teaching Staff (T. Grant)
- Resolution 2024-2 Out of Endorsement Teaching Staff (T. Davis)

		Purpose	Presenter	Time
A.	Approve Previous Minutes	Approve Minutes	Cassie Anderson	1 m

Approve minutes for Regular Board Meeting on July 23, 2024

		Purpose	Presenter	Time
B.	Monthly Financials	Vote	Sam Schweda	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

- End of Month AP: General Warrant Numbers 16673 through 16692 totaling $126,372.34

	Purpose	Presenter	Time
• Wire/ACH AP: Totaling $			

		Purpose	Presenter	Time
C.	WIAA and Sports	Vote	Morgen Flowers-Washington	5 m

SIA joined the Washington Interscholastic Activities Association (WIAA)

		Purpose	Presenter	Time
D.	Employee Handbook	Vote	Sam Schweda	

[SIA 2024-2025 Employee Handbook Updates](#)

		Purpose	Presenter	Time
E.	Resolution 2024-1/2024-2 Out of Endorsement Teaching Staff (Grant and Davis)	Vote	Morgen Flowers-Washington	

T. Grant - https://docs.google.com/document/d/1bgcWNhB6R-asnriYJbx9ATThLIGfJpEKC1dbykyvaGI/edit?usp=sharing
T- Davis - https://docs.google.com/document/d/1qY4t-L6XAV6vk11KtWkPh3SPwZhLAitQemT3cq3z1Sg/edit?usp=sharing

IV.   Public Comment

V.   Enrollment   **4:37 PM**

		Purpose	Presenter	Time
A.	Enrollment Update	Discuss	Russ Battiata	3 m

VI.   Head of School Updates   **4:40 PM**

		Purpose	Presenter	Time
A.	Staffing Updates 24-25	FYI	Morgen Flowers-Washington	7 m
B.	Strategic Planning	Discuss	Morgen Flowers-Washington	5 m
C.	Head of School Goals	Discuss	Morgen Flowers-Washington	5 m

For Board review

		Purpose	Presenter	Time
D.	State Test Scores vs. SIA SBA	Discuss	Morgen Flowers-Washington	5 m
E.	Charter Commission Report	Discuss	Morgen Flowers-Washington	5 m

		Purpose	Presenter	Time
VII.	**Academic Excellence**			
VIII.	**Development**			
IX.	**Diversity, Equity, and Inclusion**			
X.	**Finance**			
XI.	**Governance**			**5:07 PM**
A.	Ashley Lent, New Board Member	Vote	Cassie Anderson	5 m
B.	Nomination as Board Member, Charina Carruthers	FYI	Cassie Anderson	5 m

Charina Carruthers is sitting in on today's meeting for observation to potentially join the Board. Charina's resume was circulated and a school visit occurred recently.

C.	Board Training and Public Disclosure Info for all Board Members	FYI	Cassie Anderson	5 m

Board member completion of training within 90 days of active membership

XII.	**New Business**			**5:22 PM**
A.	SIA Renewal Inspection Report	Discuss	Morgen Flowers-Washington	5 m

https://drive.google.com/file/d/1wThKMbLmF-ltFOZqLJJhWK07i1xQTMxg/view

B.	Charter School Contract Transfer Application: Spokane International Academy	Discuss	Morgen Flowers-Washington	5 m

https://drive.google.com/file/d/1Nf38pbL5LcXcFgSR9iMkJOUXfvamg4tE/view

C.	Board Retreat Notes	Discuss	Cassie Anderson	5 m

https://docs.google.com/document/d/1YOISljhGfQoj23b5FUhcolTlmABebTg-/edit

XIII.	**Other Business**			
XIV.	**Closing Items**			

	Purpose	Presenter	Time
A. Adjourn Meeting	Vote		

Coversheet

Approve Previous Minutes

Section: III. Consent Agenda
Item: A. Approve Previous Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on July 23, 2024
2024_07_23_board_meeting_minutes.pdf

Spokane International Academy

Minutes

Regular Board Meeting

Zoom meeting

Date and Time
Tuesday July 23, 2024 at 11:30 AM

Location
Join Zoom Meeting
https://us06web.zoom.us/j/86362450133?pwd=JBhYaTFYQLHpcXqpBCIc3tQuKzVblp.1

Meeting ID: 863 6245 0133
Passcode: 122486

Alternate in-person location:
SIA School Building
777 E Magnesium Rd
Spokane, WA 99208

Directors Present
Bob Castle (remote), Cassie Anderson (remote), David James (remote), Guillermo Espinosa (remote), John Pell (remote), Mary Velazquez (remote), Matthew Hoag (remote)

Directors Absent
Jeff Hyslop, Josiah Lara, Ken Vorhees, Maureen Rosette

Guests Present
Ashlee Lent (remote), Morgen Flowers-Washington (remote), Sam Schweda (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Mary Velazquez called a meeting of the board of directors of Spokane International Academy to order on Tuesday Jul 23, 2024 at 11:32 AM.

II. Consent Agenda

A. Approve Previous Minutes

Matthew Hoag made a motion to approve the consent agenda including minutes from Regular Board Meeting on 06-25-24.
David James seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Monthly Financials

III. Enrollment

A. Enrollment Update

Morgen updated the board members on the current status of enrollment. There are now 859 students enrolled for the 24-25 school year.

IV. Head of School Updates

A. Updates from Morgen regarding hiring for 24/25

100% of teaching jobs are now filled but still need to hire a custodian, IT Manager, School Nurse, plus IA. Instructional Aides will be hired closer to the start of the school year. Also still hiring for a Community Organizer, Psychologist and the sub pool but Morgen feels hiring is in good shape for this time of the summer break.

V. Development

A. Foundation Update

Matt thanked the board members who responded to the Foundation's request for donations earlier this year.
The Innovia Endowment Fund balance is $8300, with $7000 in contributions and $1300 in interest earned. We have a commitment to contribute a total of $10K within 10 years from the establishment of the fund (2021) so we are well on our way to that goal. The Foundation has an additional balance of approximately $9000 in savings with Numerica.

Some funds were distributed this year to pay for t-shirts for the students who traveled to Peru.

Matt is working on a financial planning tool in conjunction with GU that students/families can use to begin saving for their international trip from the time they enter kindergarten.

Morgen stated that next year's 8th grade class has chosen to travel to Costa Rica. The high school students (who missed out on int'l travel due to covid, and lost their travel money because the agency SIA worked with at that time would not give a refund) will also be invited to join this group going to Costa Rica. It would be extremely helpful if the Foundation could contribute some of the cost for the HS students to travel, due to their unfortunate circumstances.

Guillermo asked what the approximate cost per student is for the trip and Morgen responded that it is about $3400-$3500, not including passport expense.

Cassie asked if there are ideas for fundraising and Morgen responded that there are lots of ideas.

Cassie asked about the current make up of the Foundation board. Matt replied that there in addition to himself, there is one SIA parent and two community volunteers. He also said that additional school board members are welcome and needed to join the Foundation.

Morgen stated that she would like to see a big fundraiser planned to celebrate SIA's 10 year anniversary during the 24/25 school year. Mary agreed that 10 yrs should be celebrated and she would be happy to help with the event.

VI. Finance

A. Budget Extension

The board members entered executive session at 11:58 am to briefly discuss the budget extensions for the school and the ASB, as well as the 24/25 school year budget.

The board returned to open session at 12:02 pm.

B. 23/24 Budget Extension - ASB

Mary Velazquez made a motion to approve the 23/24 School budget extension and the ASB budget extension, as both are presented to the board today.
Bob Castle seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. 24/25 SY Budget Approval

Mary Velazquez made a motion to approve the 24/25 school year budget as presented to the board today.
David James seconded the motion.
The board **VOTED** unanimously to approve the motion.

VII. Governance

A. Executive Session

The board members entered executive session at 12:10 pm for up to 10 minutes, to discuss HOS evaluation.

B. Return to Open Session

The board members returned to open session at 12:15 pm.
Matthew Hoag made a motion to approve the HOS 23/24 school year performance evaluation.
Cassie Anderson seconded the motion.
The board **VOTED** unanimously to approve the motion.

VIII. New Business

A. Facilities Updates

Sam updated the board on some facility improvements which are happening over the summer break. These include updating the cooling tower, the heat pumps on the roof, and insulating exterior walls with blow insulation. These three projects upgrade the facility and should afford us better insurance premium and deductible rates in the near future. Jeff updated the board on talks with the apartment developer and the church pastor regarding a second access point for the school property. The developer is willing to hear a board proposal for how to utilize a portion of his property. Now that Dakota is fully open, wait times in drop off and pick up lines should be less as families use the right turn out of the parking lot to circle the block and use the signal at Jay to turn onto Nevada.

IX. Other Business

A. Update on Annual Retreat / August Board Meeting

Cassie updated the board regarding the annual retreat. The date is set for August 9th from noon to 5 pm. Lunch will be served from noon to 1:00, with the retreat facilitated by Sheri Steinway taking place between 1 pm and 5 pm.
Mary suggested that new board members be nominated and voted in prior to the retreat so that they may fully participate in the planning for the 24/25 school year.

X. 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 12:20 PM.

Respectfully Submitted,
Guillermo Espinosa

Spokane International Academy

Minutes

Regular Board Meeting

Zoom meeting

Date and Time
Tuesday July 23, 2024 at 11:30 AM

Location
Join Zoom Meeting
https://us06web.zoom.us/j/86362450133?pwd=JBhYaTFYQLHpcXqpBCIc3tQuKzVblp.1

Meeting ID: 863 6245 0133
Passcode: 122486

Alternate in-person location:
SIA School Building
777 E Magnesium Rd
Spokane, WA 99208

Directors Present
Bob Castle (remote), Cassie Anderson (remote), David James (remote), Guillermo Espinosa (remote), John Pell (remote), Mary Velazquez (remote), Matthew Hoag (remote)

Directors Absent
Jeff Hyslop, Josiah Lara, Ken Vorhees, Maureen Rosette

Guests Present
Ashlee Lent (remote), Morgen Flowers-Washington (remote), Sam Schweda (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Mary Velazquez called a meeting of the board of directors of Spokane International Academy to order on Tuesday Jul 23, 2024 at 11:32 AM.

II. Consent Agenda

A. Approve Previous Minutes

Matthew Hoag made a motion to approve the consent agenda including minutes from Regular Board Meeting on 06-25-24.
David James seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Monthly Financials

III. Enrollment

A. Enrollment Update

Morgen updated the board members on the current status of enrollment. There are now 859 students enrolled for the 24-25 school year.

IV. Head of School Updates

A. Updates from Morgen regarding hiring for 24/25

100% of teaching jobs are now filled but still need to hire a custodian, IT Manager, School Nurse, plus IA. Instructional Aides will be hired closer to the start of the school year. Also still hiring for a Community Organizer, Psychologist and the sub pool but Morgen feels hiring is in good shape for this time of the summer break.

V. Development

A. Foundation Update

Matt thanked the board members who responded to the Foundation's request for donations earlier this year.
The Innovia Endowment Fund balance is $8300, with $7000 in contributions and $1300 in interest earned. We have a commitment to contribute a total of $10K within 10 years from the establishment of the fund (2021) so we are well on our way to that goal. The Foundation has an additional balance of approximately $9000 in savings with Numerica.

Some funds were distributed this year to pay for t-shirts for the students who traveled to Peru.

Matt is working on a financial planning tool in conjunction with GU that students/families can use to begin saving for their international trip from the time they enter kindergarten.

Morgen stated that next year's 8th grade class has chosen to travel to Costa Rica. The high school students (who missed out on int'l travel due to covid, and lost their travel money because the agency SIA worked with at that time would not give a refund) will also be invited to join this group going to Costa Rica. It would be extremely helpful if the Foundation could contribute some of the cost for the HS students to travel, due to their unfortunate circumstances.

Guillermo asked what the approximate cost per student is for the trip and Morgen responded that it is about $3400-$3500, not including passport expense.

Cassie asked if there are ideas for fundraising and Morgen responded that there are lots of ideas.

Cassie asked about the current make up of the Foundation board. Matt replied that there in addition to himself, there is one SIA parent and two community volunteers. He also said that additional school board members are welcome and needed to join the Foundation.

Morgen stated that she would like to see a big fundraiser planned to celebrate SIA's 10 year anniversary during the 24/25 school year. Mary agreed that 10 yrs should be celebrated and she would be happy to help with the event.

VI. Finance

A. Budget Extension

The board members entered executive session at 11:58 am to briefly discuss the budget extensions for the school and the ASB, as well as the 24/25 school year budget.

The board returned to open session at 12:02 pm.

B. 23/24 Budget Extension - ASB

Mary Velazquez made a motion to approve the 23/24 School budget extension and the ASB budget extension, as both are presented to the board today.
Bob Castle seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. 24/25 SY Budget Approval

Mary Velazquez made a motion to approve the 24/25 school year budget as presented to the board today.
David James seconded the motion.
The board **VOTED** unanimously to approve the motion.

VII. Governance

A. Executive Session

The board members entered executive session at 12:10 pm for up to 10 minutes, to discuss HOS evaluation.

B. Return to Open Session

The board members returned to open session at 12:15 pm.
Matthew Hoag made a motion to approve the HOS 23/24 school year performance evaluation.
Cassie Anderson seconded the motion.
The board **VOTED** unanimously to approve the motion.

VIII. New Business

A. Facilities Updates

Sam updated the board on some facility improvements which are happening over the summer break. These include updating the cooling tower, the heat pumps on the roof, and insulating exterior walls with blow insulation. These three projects upgrade the facility and should afford us better insurance premium and deductible rates in the near future.
Jeff updated the board on talks with the apartment developer and the church pastor regarding a second access point for the school property. The developer is willing to hear a board proposal for how to utilize a portion of his property. Now that Dakota is fully open, wait times in drop off and pick up lines should be less as families use the right turn out of the parking lot to circle the block and use the signal at Jay to turn onto Nevada.

IX. Other Business

A. Update on Annual Retreat / August Board Meeting

Cassie updated the board regarding the annual retreat. The date is set for August 9th from noon to 5 pm. Lunch will be served from noon to 1:00, with the retreat facilitated by Sheri Steinway taking place between 1 pm and 5 pm.
Mary suggested that new board members be nominated and voted in prior to the retreat so that they may fully participate in the planning for the 24/25 school year.

X. 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 12:20 PM.

Respectfully Submitted,
Guillermo Espinosa

Coversheet

Monthly Financials

Section: III. Consent Agenda
Item: B. Monthly Financials
Purpose: Vote
Submitted by:
Related Material: July_AP_Board_Report.pdf
July Budget Status.pdf
CF23.24.xlsx
Payroll Report.pdf

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 August 28, 2024, the board, by a _____ vote,
approves payments, totaling $126,372.34. The payments are further
identified in this document.
Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 16673 through 16692, totaling $126,372.34

Secretary _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
16673	ASSOCIATION OF WASHINGTON BUSI	07/31/2024	575.00
16674	ATS INLAND NW, LLC	07/31/2024	4,043.90
16675	BRAUN, RODNEY	07/31/2024	3,250.00
16676	CITY OF SPOKANE	07/31/2024	3,160.41
16677	DE LAGE LANDEN FINANCIAL SERVI	07/31/2024	1,054.64
16678	EDGEWOOD PARTNERS INS. CENTER	07/31/2024	14,886.96
16679	FATBEAM LLC	07/31/2024	1,390.00
16680	FOUR SEASONS LANDSCAPING INC	07/31/2024	1,853.00
16681	HERRES BACKFLOW & CONSTRUCTION	07/31/2024	575.00
16682	INLAND NORTHWEST THERAPY, LLC	07/31/2024	11,613.00
16683	KUTAK ROCK LLP	07/31/2024	100.00
16684	MOON SECURITY SERVICE INC	07/31/2024	165.92
16685	NEWESD 101	07/31/2024	12,802.20
16686	PRO MECHANICAL SERVICES, INC	07/31/2024	22,515.04
16687	ROYAL BUSINESS SYSTEMS, INC	07/31/2024	35.58
16688	SPECIALTY NORTHWEST, LLC	07/31/2024	12,977.29
16689	T.W. CLARK CONSTRUCTION LLC	07/31/2024	34,554.50
16690	THE SPOKESMAN-REVIEW	07/31/2024	610.98
16691	WSIPC	07/31/2024	76.21
16692	VARSITY YEARBOOK	07/31/2024	132.71

        20   Computer   Check(s) For a Total of   126,372.34

```
            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
           20      Computer      Checks For a Total of               126,372.34
Total For 20       Manual, Wire Tran, ACH & Computer Checks          126,372.34
Less       0       Voided        Checks For a Total of                      0.00
                                 Net Amount                          126,372.34
```

```
3wa6amswa12.p 13-4              SPOKANE INTERNATIONAL ACADEMY              08/21/24           Page:1
05.24.06.00.00                  2023-2024 Budget Status Report                                5:02 PM
```

        10--GENERAL FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

                       Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the _____ SPOKANE INTERNATIONAL ACADEMY _____ School District for the Month of ___ July ___ , _2024_

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	0	.00	.00		.00	0.00
2000 LOCAL SUPPORT NONTAX	801,394	14,513.64	723,184.48		78,209.52	90.24
3000 STATE, GENERAL PURPOSE	9,793,568	1,083,481.65	8,856,245.15		937,322.85	90.43
4000 STATE, SPECIAL PURPOSE	2,275,354	270,356.80	1,896,156.85		379,197.15	83.33
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	1,550,477	53,997.32	1,296,513.17		253,963.83	83.62
7000 REVENUES FR OTH SCH DIST	5,000	.00	.00		5,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	60,000.00		60,000.00-	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	14,425,793	1,422,349.41	12,832,099.65		1,593,693.35	88.95
B. EXPENDITURES						
00 Regular Instruction	5,844,881	460,374.32	5,355,014.64	879,227.14	389,360.78-	106.66
10 Federal Stimulus	362,437	27,310.10	300,212.40	51,232.82	10,991.78	96.97
20 Special Ed Instruction	855,589	72,665.06	907,558.03	107,015.11	158,984.14-	118.58
30 Voc. Ed Instruction	0	.00	.00	0.00	.00	0.00
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,115,115	51,312.80	634,018.65	101,783.17	379,313.18	65.98
70 Other Instructional Pgms	21,586	2,140.43	34,681.57	3,465.28	16,560.85-	176.72
80 Community Services	5,000	.00	379.06	0.00	4,620.94	7.58
90 Support Services	5,745,396	351,095.55	4,737,519.22	908,239.87	99,636.91	98.27
Total EXPENDITURES	13,950,004	964,898.26	11,969,383.57	2,050,963.39	70,342.96-	100.50
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	475,789	457,451.15	862,716.08		386,927.08	81.32
F. TOTAL BEGINNING FUND BALANCE	3,200,000		4,557,967.65			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,675,789		5,420,683.73			

```
3wa6amswa12.p 13-4              SPOKANE INTERNATIONAL ACADEMY              08/21/24           Page:1
05.24.06.00.00                  2023-2024 Budget Status Report                                5:02 PM
```

40--ASB FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the ____SPOKANE INTERNATIONAL ACADEMY____ School District for the Month of ___July___ , _2024_

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	30,000	.00	16,622.00		13,378.00	55.41
2000 Athletics	0	.00	.00		.00	0.00
3000 Classes	0	.00	.00		.00	0.00
4000 Clubs	11,650	.00	11,225.00		425.00	96.35
6000 Private Moneys	0	.00	.00		.00	0.00
Total REVENUES	41,650	.00	27,847.00		13,803.00	66.86
B. EXPENDITURES						
1000 General Student Body	30,000	.00	12,903.97	0.00	17,096.03	43.01
2000 Athletics	0	.00	.00	0.00	.00	0.00
3000 Classes	0	.00	.00	0.00	.00	0.00
4000 Clubs	11,650	132.71	12,715.15	0.00	1,065.15-	109.14
6000 Private Moneys	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	41,650	132.71	25,619.12	0.00	16,030.88	61.51
C. EXCESS OF REVENUES						
OVER(UNDER) EXPENDITURES (A-B)	0	132.71-	2,227.88		2,227.88	0.00
D. TOTAL BEGINNING FUND BALANCE	1,000		7,425.38			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	1,000		9,653.26			
C+D + OR - E)						
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	0		.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	1,000		9,653.26			
G/L 890 Unassigned Fund Balance	0		.00			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
TOTAL	1,000		9,653.26			

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CF23.24.xlsx

Payments have been 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. Those payments have been recorded on a listing which has been
made available to the board.

As of August 28, 2024, 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 16660 through 16660
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 900006463 through 900006547
in the total amount of $354,703.78.

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

```
4pacpv04.p                      SPOKANE INTERNATIONAL ACADEMY                11:31 AM    06/18/24
05.24.02.00.00-010051      DEDUCTION SUMMARY FOR PR    / Payroll - AFTER CALCS      PAGE:        4
                    CHECK DATE: 06/28/2024  PERIOD ENDING DATE: 06/30/2024
                              HR\PA\CP\PE - 748 - Board
```

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
VHSAE	UMP CDHP EMP	OTH BEF TAX	5	42.00
VHSAF	UMP CDHP FAM	OTH BEF TAX	4	126.00
VHSAS	UMP CDHP E/S	OTH BEF TAX	2	42.00
VUCR	UMP Achieve1E/C	OTH BEF TAX	2	154.00
VUER	UMP Achieve1EMP	OTH BEF TAX	45	1,061.00
			2949	136,186.46

```
4pacpv04.p                          SPOKANE INTERNATIONAL ACADEMY                  11:31 AM    06/18/24
05.24.02.00.00-010051          BENEFIT SUMMARY FOR PR    / Payroll - AFTER CALCS      PAGE:        5
                            CHECK DATE: 06/28/2024  PERIOD ENDING DATE: 06/30/2024
                                      HR\PA\CP\PE - 748 - Board
```

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	352	30,181.32
1MED	MEDICARE	MEDICARE	352	7,058.56
1PFML	WA PAID FML	PFML	352	1,055.85
1ReE2	SERS PLAN 2	RETIREMENT	109	8,520.66
1ReE3	SERS PLAN 3	RETIREMENT	63	4,690.66
1ReT0	TRS PLAN 0	RETIREMENT	14	
1ReT2	TRS PLAN 2	RETIREMENT	91	15,729.81
1ReT3	TRS PLAN 3	RETIREMENT	104	19,981.99
1UC	UNEMPLOYMENT	UNEMPLOY COMP	352	2,634.98
1WC	WORKERS' COMP	WORKERS' COMP	352	3,062.13
SEBB	SEBB		238	117,700.00
VHSS1	UMP CDHP EE HSA		11	250.00
			2390	210,865.96

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

```
4pacpv04.p                        SPOKANE INTERNATIONAL ACADEMY              11:31 AM    06/18/24
05.24.02.00.00-010051       PAY SUMMARY FOR PR    / Payroll - AFTER CALCS         PAGE:        2
                        CHECK DATE: 06/28/2024  PERIOD ENDING DATE: 06/30/2024
                                 HR\PA\CP\PE - 748 - Board
```

| | | | | | | RETIRE |
PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	HOURS
TSU23	SUBSTITUTE	4		56.0000	1,088.64	56.00
TSUB3	SUBSTITUTE	8		268.4200	7,035.12	268.50
	REPORT TOTAL	352	134.0000	218.4200	499,457.76	10053.30

```
4pacpv04.p                        SPOKANE INTERNATIONAL ACADEMY                    11:31 AM    06/18/24
05.24.02.00.00-010051       DEDUCTION SUMMARY FOR PR   / Payroll - AFTER CALCS         PAGE:         3
                         CHECK DATE: 06/28/2024  PERIOD ENDING DATE: 06/30/2024
                                    HR\PA\CP\PE - 748 - Board
```

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	352	30,181.32
1FIT	FED INC TAX	FEDERAL TAX	352	30,954.95
1FIT+	FIT ADD AMT	FEDERAL TAX	54	4,841.00
1MED	MEDICARE	MEDICARE	352	7,058.56
1PFML	WA PAID FML	PFML	352	2,640.13
1ReE2	SERS PLAN 2	RETIREMENT	109	6,049.45
1ReE3	SERS PLAN 3	RETIREMENT	63	2,429.61
1ReT0	TRS PLAN 0	RETIREMENT	12	
1ReT2	TRS 2	RETIREMENT	91	13,070.26
1ReT3	TRS PLAN 3	RETIREMENT	104	13,717.95
1WC	WORKERS' COMP	WORKERS' COMP	352	1,600.88
1WLTC	WA LTC	LONG-TERM CARE	329	2,578.11
ACH#2	ACH#2		2	2,724.00
DCP	DCP DRS	TSA-BEFORE TAX	1	2,107.00
DCP R	DCP ROTH	TSA-AFTER TAX	4	1,780.00
DCS-P	CHILD SUPPORT		1	561.00
HCFSA	Medical FSA	OTH BEF TAX	7	180.83
HEHSA	Health Eqty-HSA	OTH BEF TAX	7	1,079.00
KP1CR	Kai WA Smt1 E/C	OTH BEF TAX	3	175.00
KP1ER	Kai WA Smt1 EMP	OTH BEF TAX	2	100.00
KP2CR	Kai WA Smt2 E/C	OTH BEF TAX	3	250.00
KP2ER	Kai WA Smt2 EMP	OTH BEF TAX	4	286.00
KP3ER	Kai WA Smt3 EMP	OTH BEF TAX	3	237.00
KW1ER	Kai WA Core1EMP	OTH BEF TAX	10	192.00
KW1FR	Kai WA Core1FAM	OTH BEF TAX	9	576.00
KW1SR	Kai WA Core1E/S	OTH BEF TAX	2	121.00
KW2CR	Kai WA Core2E/C	OTH BEF TAX	2	172.00
KW2ER	Kai WA Core2EMP	OTH BEF TAX	3	98.00
KW2SR	Kai WA Core2E/S	OTH BEF TAX	2	196.00
KWSCR	Kai WA SndChE/C	OTH BEF TAX	6	345.00
KWSER	Kai WA SndChEMP	OTH BEF TAX	7	345.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	6	1,085.00
KWSSR	Kai WA SndChE/S	OTH BEF TAX	2	230.00
LTD50	Emp Pd LTD 50%		31	138.16
LTD60	Emp Pd LTD 60%		160	1,012.02
LTDBU	Supp LTD		2	
P-ADJ	PAY ADJUST		2	79.23
PHCR	Prem Hgh PPOE/C	OTH BEF TAX	2	201.00
PHER	Prem Hgh PPOEMP	OTH BEF TAX	13	575.00
PHFR	Prem Hgh PPOFAM	OTH BEF TAX	7	1,405.00
PHSR	Prem Hgh PPOE/S	OTH BEF TAX	2	230.00
PMER	Prem HMCrEPOEMP	OTH BEF TAX	9	80.00
PMSR	Prem HMCrEPOE/S	OTH BEF TAX	4	130.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	2	112.00
PSER	Prem Std PPOEMP	OTH BEF TAX	10	320.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	5	576.00
V1CR	UMPACP-UWMedE/C	OTH BEF TAX	2	151.00
V1ER	UMPACP-UWMedEMP	OTH BEF TAX	14	516.00
V1SR	UMPACP-UWMedE/S	OTH BEF TAX	1	172.00
VACR	UMP Achieve2E/C	OTH BEF TAX	2	198.00
VAER	UMP Achieve2EMP	OTH BEF TAX	9	339.00
VAFR	UMP Achieve2FAM	OTH BEF TAX	4	339.00
VASR	UMP Achieve2E/S	OTH BEF TAX	2	226.00

05.24.02.00.00-010006

Check Summary (Gross and Net Amounts) for Payroll Run Number PR / Payroll
CHECK DATE 07/31/2024 - Employee Sequence

PAGE: 1

EMPLOYEE NAME	EMPL TYPE	CHECK NUMBER	CONTRACT PAY	OTHER PAY +	TAXABLE BENEFIT +	FED TAX - SHELTER	FED TAX = GROSS	FEDERAL TAX	STATE TAX	SOC SEC TAX	OTHER DEDS	REIMBRS + DEDS	TAXABLE BENEFIT -	NET PAY
[redacted]	TEAC	900006463	5,014.50			415.02	4,599.48	386.60		378.71	76.76			3,757.41
[redacted]	INSTA	900006464	2,436.47			219.82	2,216.65	186.66		178.90	32.61			1,818.48
[redacted]	INSTA	900006548	6,885.17			949.94	5,935.23	214.89		496.50	91.98			5,131.86
[redacted]	TEAC	900006465	5,799.67			924.97	4,874.70	86.30		417.28	89.89			4,281.23
[redacted]	TEAC	900006466	2,104.34	-268.64		203.57	1,632.13			138.90	25.09			1,468.14
[redacted]	SUB	900006467		518.28			518.28			39.65	9.07			469.56
[redacted]	CLFT	900006468	6,049.17	750.00		591.61	6,207.56	644.08		515.24	112.16			4,936.08
[redacted]	TEAC	900006549	4,578.55			413.03	4,165.52	334.53		346.89	73.28			3,410.82
[redacted]	TEAC	900006550	4,324.42			451.47	3,872.95	299.42		316.13	63.59			3,193.81
[redacted]	INSTA	900006469	2,104.34			278.30	1,826.04			152.19	25.64			1,648.21
[redacted]	INSTA	900006551	1,940.17			442.01	1,498.16			122.03	26.55			1,349.58
[redacted]	TEAC	900006470	7,301.80			509.09	6,792.71	884.46		547.57	88.78			5,271.90
[redacted]	INSTA	900006471	2,168.26			189.26	1,979.00	76.23		164.27	27.29			1,711.21
[redacted]	TEAC	900006552	5,219.00			535.65	4,683.35	396.67		390.46	73.51			3,822.71
[redacted]	INSTA	900006472	2,270.59			182.53	2,088.06	87.14		168.42	38.79			1,793.71
[redacted]	INSTA	900006553	7,144.25			1059.43	6,084.82	658.74		520.14	76.27			4,829.67
[redacted]	CLFT	900006473	3,684.54			349.92	3,334.62	269.82		276.97	44.90			2,742.93
[redacted]	TEAC	900006474	4,932.50			541.56	4,390.94	196.25		366.32	99.93			3,728.44
[redacted]	TEAC	900006554	5,265.50			378.28	4,887.22	378.13		394.01	77.74			4,037.34
[redacted]	TEAC	900006475	5,117.25			299.86	4,817.39	412.75		388.10	78.01			3,938.53
[redacted]	TEAC	900006476	5,252.67			538.37	4,714.30	514.90		393.04	81.77			3,724.59
[redacted]	TEAC	900006477	4,913.84			342.83	4,571.01	383.19		372.23	73.56			3,742.03
[redacted]	TEAC	900006478	5,150.92			616.16	4,534.76	213.47		378.67	82.55			3,860.07
[redacted]	CLFT	900006555	1,477.47			183.65	1,293.82	7.71		107.75	18.60			1,159.76
[redacted]	CLFT	900006479	2,688.11			277.60	2,410.51	123.93		200.36	49.60			2,036.62
[redacted]	TEAC	900006480	5,067.75			343.39	4,724.36	444.59		380.80	77.40			3,821.57
[redacted]	CLFT	000016621	2,688.11			285.60	2,402.51	122.97		199.75	611.67			1,468.12
[redacted]	INSTA	900006481	2,233.43			332.14	1,901.29			158.71	34.59			1,707.99
[redacted]	TEAC	900006482	7,901.76			933.18	6,968.58	1010.84		593.54	95.43			5,268.77
[redacted]	TEAC	900006483	7,144.25			812.83	6,331.42	712.99		528.41	94.85			4,995.17
[redacted]	INSTA	900006484	2,436.47	-155.52		114.04	2,166.91	95.02		174.49	26.98			1,870.42
[redacted]	ADMIN	900006556	13,333.26			1344.99	11,988.27	1198.75		993.60	208.37			9,587.55
[redacted]	CLFT	900006557	2,636.56			131.83	2,504.73	57.14		201.70	33.18			2,212.71
[redacted]	TEAC	900006485	6,496.50			2266.83	4,229.67	71.30		463.17	1858.46			1,836.74
[redacted]	TEAC	900006486	6,108.67			536.36	5,572.31	703.66		463.95	99.25			4,305.45

05.24.02.00.00-010006

Check Summary (Gross and Net Amounts) for Payroll Run Number PR / Payroll
CHECK DATE 07/31/2024 - Employee Sequence

PAGE: 2

EMPLOYEE NAME	EMPL TYPE	CHECK NUMBER	CONTRACT PAY	OTHER PAY +	TAXABLE + BENEFIT	SHELTER -	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER - DEDS	REIMBRS + DEDS	TAXABLE - BENEFIT	NET = PAY
[redacted]	TEAC	900006487	5,901.42			475.65	5,425.77	167.09		451.46	91.33			4,715.89
[redacted]	INSTA	900006488	2,002.58	8.39		204.05	1,806.92	59.02		150.16	23.75			1,573.99
[redacted]	CLFT	900006489	1,319.80			165.43	1,154.37			96.14	24.13			1,034.10
[redacted]	TEAC	900006490	4,747.42			451.64	4,295.78			357.90	79.20			3,858.68
[redacted]	CLFT	900006491	866.63			293.25	573.38			49.01	15.85			508.52
[redacted]	INSTA	900006558	2,436.47			189.07	2,247.40	104.35		186.39	28.72			1,927.94
[redacted]	TEAC	900006492	5,247.42			566.94	4,680.48	230.99		390.41	73.26			3,985.82
[redacted]	CLPT	900006493	2,151.74			166.98	1,984.76			164.61	26.22			1,793.93
[redacted]	TEAC	900006494	7,700.67			792.67	6,908.00	412.29		575.95	74.76			5,845.00
[redacted]	CLFT	900006495	2,699.34			278.47	2,420.87	125.17		201.22	50.82			2,043.66
[redacted]	INSTA	900006496	1,503.36	622.08		227.52	1,897.92			154.95	27.55			1,715.42
[redacted]	CLFT	900006497	4,199.99			438.92	3,761.07	732.77		312.65	46.56			2,669.09
[redacted]	CLFT	900006559	5,247.42			374.37	4,873.05	340.10		392.86	81.47			4,058.62
[redacted]	TEAC	900006498	7,485.09			374.25	7,110.84	522.63		572.61	143.54			5,872.06
[redacted]	TEAC	900006499	7,485.09			906.38	6,578.71	458.78		546.22	143.54			5,430.17
[redacted]	TEAC	900006500	5,067.75			479.46	4,588.29	569.93		382.25	79.43			3,556.68
[redacted]	INSTA	900006560	1,494.68			159.99	1,334.69	11.80		110.97	18.21			1,193.71
[redacted]	CLFT	900006501	5,448.00			1131.11	4,316.89	700.00		363.83	100.02			3,153.04
[redacted]	INSTA	900006561	2,168.26	-51.90		279.23	1,837.13	25.00		153.10	39.35			1,619.68
[redacted]	TEAC	900006503	4,106.68			554.67	3,552.01	147.70		303.15	55.97			3,045.19
[redacted]	CLFT	900006502	9,583.26			885.41	8,697.85	713.07		724.48	128.28			7,132.02
[redacted]	INSTA	900006504	2,104.35			207.30	1,897.05	68.04		157.62	25.64			1,645.75
[redacted]	SUB	900006505		1,157.15			1,157.15			88.52	21.50			1,047.13
[redacted]	TEAC	900006506	4,998.73			441.94	4,556.79	49.48		367.72	82.56			4,057.03
[redacted]	TEAC	900006507	4,747.42			497.64	4,249.78	418.64		354.38	105.40			3,371.36
[redacted]	TEAC	900006508	7,144.25			555.21	6,589.04	126.68		531.39	84.84			5,846.13
[redacted]	SUB	900006509		310.00			310.00			23.72	5.43			280.85
[redacted]	INSTA	900006510	2,368.79			138.44	2,230.35	234.97		179.68	26.26			1,789.44
[redacted]	SUB	900006511		3,854.91			3,854.91	7.67		294.90	31.12			3,521.22
[redacted]	ADMIN	900006562	3,556.11			369.81	3,186.30	217.02		257.35	65.50			2,646.43
[redacted]	TEAC	900006512	4,423.84			586.56	3,837.28	295.14		320.83	69.56			3,151.75
[redacted]	ADMIN	900006513	10,833.26			737.66	10,095.60	1580.80		813.75	154.23			7,546.82
[redacted]	TEAC	900006514	4,423.84			356.56	4,067.28	408.74		338.43	150.56			3,169.55
[redacted]	TEAC	900006515	4,525.67			428.68	4,096.99	326.30		342.84	65.82			3,362.03
[redacted]	TEAC	900006516	3,085.00			271.10	2,813.90	172.33		229.43	46.17			2,365.97

Check Summary (Gross and Net Amounts) for Payroll Run Number PR / Payroll   PAGE: 3

CHECK DATE 07/31/2024 - Employee Sequence

EMPLOYEE NAME	EMPL TYPE	CHECK NUMBER	CONTRACT PAY	OTHER PAY +	TAXABLE BENEFIT +	FED TAX SHELTER -	FED TAX GROSS =	FEDERAL TAX -	STATE TAX -	SOC SEC TAX -	OTHER DEDS -	REIMBRS DEDS +	TAXABLE BENEFIT -	NET PAY =
[redacted]	TEAC	900006517	4,913.84			535.38	4,378.46	360.08		372.54	91.74			3,554.10
[redacted]	TEAC	900006518	4,545.00			275.25	4,269.75	433.04		344.02	71.03			3,421.66
[redacted]	TEAC	900006519	4,830.59			433.35	4,397.24	362.33		366.18	69.20			3,599.53
[redacted]	TEAC	900006520	7,735.09			455.75	7,279.34	921.54		586.46	150.47			5,620.87
[redacted]	CLFT	900006563	1,733.88	108.38		92.11	1,750.15	39.18		140.93	16.69			1,553.35
[redacted]	TEAC	900006521	7,485.09			974.51	6,510.58	1,030.60		555.32	55.22			4,869.44
[redacted]	TEAC	900006522	7,485.09			489.25	6,995.84	859.17		563.82	155.52			5,417.33
[redacted]	TEAC	900006523	3,653.30			333.67	3,319.63			267.92	67.84			2,983.87
[redacted]	TEAC	900006524	3,456.22			511.82	2,944.40	187.99		238.47	53.98			2,463.96
[redacted]	INSTA	900006565	2,080.08			181.41	1,898.67	305.17		157.59	24.93			1,410.98
[redacted]	TEAC	900006527	6,412.92			580.88	5,832.04	603.13		485.69	79.88			4,663.34
[redacted]	ADMIN	900006526	9,937.88			888.72	9,049.16	1,310.90		756.88	171.79			6,809.59
[redacted]	ADMIN	900006525	10,609.40			3,007.29	7,602.11	498.25		805.73	135.50			6,162.63
[redacted]	TEAC	900006528	4,913.84			561.06	4,352.78	291.94		363.29	73.56			3,623.99
[redacted]	CLFT	900006529	1,453.20			217.98	1,235.22	1.85		111.17	7.68			1,114.52
[redacted]	CLFT	900006564	1,335.55			275.64	1,059.91			89.01	16.28			954.62
[redacted]	INSTA	900006530	7,901.68			814.65	7,087.03	958.06		593.54	140.34			5,395.09
[redacted]	INSTA	900006531	2,038.51	-95.15		291.61	1,651.75			135.28	25.30			1,491.17
[redacted]	TEAC	900006532	5,502.67			673.52	4,829.15	414.16		403.36	68.84			3,942.79
[redacted]	CLFT	900006533	2,483.47			192.72	2,290.75	209.56		189.99	51.58			1,839.62
[redacted]	CLFT	900006534	2,947.67			233.38	2,714.29	203.38		218.91	37.65			2,254.35
[redacted]	TEAC	900006535	7,735.09			501.75	7,233.34	1,069.08		582.94	126.51			5,454.81
[redacted]	CLFT	900006536	4,212.07			326.86	3,885.21	264.56		322.23	33.22			3,265.20
[redacted]	INSTA	900006537	2,168.26	-34.61		165.57	1,968.08			163.23	23.41			1,781.44
[redacted]	INSTA	900006538	4,423.84			356.56	4,067.28			338.43	74.86			3,653.99
[redacted]	TEAC	900006539	5,761.25			538.36	5,222.89	469.12		435.08	92.77			4,225.92
[redacted]	TEAC	900006540	5,150.92			435.16	4,715.76	400.56		392.52	78.43			3,844.25
[redacted]	TEAC	900006566	5,524.09			445.24	5,078.85	444.13		422.59	44.85			4,167.28
[redacted]	CLFT	900006541	1,672.19			198.76	1,473.43	25.68		122.65	22.39			1,302.71
[redacted]	TEAC	900006542	5,448.00			487.11	4,960.89	381.64		413.10	2,817.48			1,348.67
[redacted]	TEAC	900006543	5,448.00			439.11	5,008.89	270.40		416.78	93.48			4,228.23
[redacted]	CLFT	900006544	5,152.74			343.64	4,809.10			387.61	68.98			4,352.51
[redacted]	TEAC	900006567	4,156.59			207.83	3,948.76	508.52		317.98	64.64			3,057.62
[redacted]	INSTA	900006568	1,796.53			208.41	1,588.12			132.16	27.82			1,428.14
[redacted]	SUB	900006545		310.00			310.00			23.72	3.63			282.65

05.24.02.00.00-010006

Check Summary (Gross and Net Amounts) for Payroll Run Number PR / Payroll

CHECK DATE 07/31/2024 - Employee Sequence

PAGE: 4

EMPLOYEE NAME	EMPL TYPE	CHECK NUMBER	CONTRACT PAY	+ OTHER PAY	TAXABLE BENEFIT - SHELTER	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER - DEDS	REIMBRS + DEDS	TAXABLE - BENEFIT	NET = PAY
██████, BROOK	ADMIN	900006569	11,095.90		804.80	10,291.10	1240.71		829.72	116.49			8,104.18
███████, NADINE	INSTA	900006570	1,494.68		183.65	1,293.73	7.71		107.74	17.90			1,160.38
██████	TEAC	900006546	5,150.92	-17.30	536.16	4,614.76	388.44		384.79	78.43			3,763.10
	CLFT	900006547	793.07		61.56	731.51			60.67	8.79			662.05

SUMMARY TOTALS

1 CHECK(S) REPORTED						$481,583.70							$1,468.12
108 DEPOSIT(S) REPORTED			$353,235.66	$7,016.07	$50,241.96	$438,357.81	$34,860.51		$36,469.77	$12,323.75			$353,235.66
TOTAL													$354,703.78

$354,703.78

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

Coversheet

Employee Handbook

Section: III. Consent Agenda
Item: D. Employee Handbook
Purpose: Vote
Submitted by:
Related Material: SIA Employee Handbook (24-25) - Final.pdf

EMPLOYEE HANDBOOK

2024-2025

1

Spokane International Academy

EMPLOYEE HANDBOOK ACKNOWLEDGMENT

I acknowledge that on the date indicated below, I received a copy of the Spokane International Academy employee handbook. I have been asked to read and familiarize myself with its contents and complete the digital form this document was attached to or submit a signed copy of this page to human resources to confirm.

I also acknowledge this handbook is intended to provide general guidance only and does not constitute a contractual commitment (expressed or implied) between Spokane International Academy and any or all of its employees, nor does it contain promises of specific treatment in specific situations. I also understand that Spokane International Academy may change information contained in this handbook and that management reserves the right to change any and all such plans, policies, or procedures, in whole or in part, at any time, with or without notice. **I understand that my employment at Spokane International Academy is at-will. I can terminate my employment at any time with or without notice for any reason I think is appropriate. Similarly, Spokane International Academy can terminate my employment relationship at any time with or without notice for any reason Spokane International Academy believes is appropriate.** I understand that no supervisor or representative of Spokane International Academy, except for the Chief Executive Officer of the organization, has the authority to execute any agreement for employment or to make any agreement or promise that is contrary to the foregoing.

I understand the goal of a safe and productive work environment and acknowledge my responsibility toward that goal.

I also understand that all employee handbook amendments, revisions, and updates are maintained by Spokane International Academy. I agree to read all new amendments, revisions, and updates when notified by Spokane International Academy.

Employee's Signature and Date

_____

Employee's Printed Name

_____

2

Contents

3

4

5

6

7

I. INTRODUCTION

The mission of Spokane International Academy is to empower 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.

As an employee of Spokane International Academy, you are receiving this handbook. Please read and become familiar with its contents. This handbook provides you with an overview of various aspects of the employer-employee relationship and allows us to administer benefits and guidelines in an equitable and consistent manner. It is not intended as a complete statement of your rights and responsibilities, nor is it a contract of employment. It is simply a summary of our current plans, policies, procedures, and benefits. Accordingly, we reserve the right to change any of these plans, policies, procedures, and/or benefits at any time, with or without notice. Our intention is to notify you, to the best of our abilities, as any changes are made.

It is the policy of Spokane International Academy that all employees are employed at the will of the organization for an indefinite period. Employees may resign from the organization at any time for any reason, and may be terminated by the organization at any time, for any reason, with or without notice.

Your handbook is not intended to replace direct, regular communication, but we feel it will be a readily available reference on many matters concerning your employment. We hope that after reading this handbook, you will better understand the work environment and the broad range of benefits offered to you as an employee.

Human Resources

SIA employs a Human Resources and Data Entry Specialist who works under the Chief Financial Officer (CFO) who also oversees all aspects of human resources. If you have questions related to human resources, benefits, or need to discuss something confidentially in terms of the practices at SIA, please contact the Human Resources team at hr@spokaneintlacademy.org.

8

II. FAIR EMPLOYMENT PRACTICES

i. Equal Employment Opportunity

Spokane International Academy is committed to equal employment opportunity for all qualified job candidates and employees and expects that all employees support diversity in the workplace.

Spokane International Academy is an equal opportunity employer and does not discriminate against otherwise qualified applicants 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 of America 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 Rd. Spokane, WA 99208. Persons who may need some accommodation in the hiring process should contact the Human Resources Office at (509)-209-8730.
This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

For information regarding the organization's policies for addressing complaints of harassment, please refer to the organization's Harassment policy below. Please also review our policies on Reasonable Accommodation if you need accommodations for a disability or your religious beliefs.

This EEO policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the CFO or the Spokane International Academy leadership team, who may escalate any such notices to the Board of Directors. Employees can raise concerns and make reports without fear of reprisal, harassment, intimidation, threats, coercion or discrimination because they: (1) file a complaint with the organization or with federal, state, or local agencies; (2) assist or participate in any investigation, hearing, or any other activity related to the administration of any federal, state, or local equal employment opportunity statute; (3) oppose any act or practice made unlawful by federal, state, or local law requiring equal employment opportunity; or (4) exercise any other employment right protected by federal, state, or local law or its implementing regulations. Any concerns about retaliation must be promptly reported.

▪ **Reasonable Accommodation – Disability:** Spokane International Academy recognizes that employees with physical or mental conditions that significantly limit their major life activities may need reasonable accommodations to enable them to perform their essential job functions. Any employee who believes that he or she needs reasonable accommodation should notify the Spokane International Academy leadership team. Although the need for accommodation is determined on a case-by-case basis, generally Spokane International Academy and the employee

9

engage in an interactive process. This process may require input from the employee's healthcare provider to confirm the existence of a disability and its limitations in the workplace and to explore reasonable accommodations. The employee has an obligation to cooperate with the organization in this process, which may include authorizing the organization to communicate with the employee's healthcare provider concerning the employee's condition, its limitations, and possible accommodations.

▪ **Reasonable Accommodation – Religion:** Spokane International Academy will make reasonable accommodation for employees' religious beliefs. An employee should share any suggestions about how we might accommodate his or her religion. The Spokane International Academy leadership team will explore available, reasonable accommodations with the employee's supervisor.

ii. Nepotism

Spokane International Academy permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of Spokane International Academy, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. Spokane International Academy will use sound judgment in the placement of related employees in accordance with the following guidelines:

Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor to subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Employees who marry while employed, or become part of the same household are treated in accordance with these guidelines. That is, if in the opinion of Spokane International Academy a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time.

iii. Harassment Free Workplace

Workplace harassment will not be tolerated. This includes harassment on the basis of an employee's race, color, creed, religion, sex (including pregnancy, childbirth, or related medical conditions), age, national origin, citizenship, marital status, veteran or military status, medical condition, sensory, physical

10

or mental disability (including HIV status or use of a service animal), genetic information, sexual orientation (including gender identity), political ideology, whistleblower actions, or any other factor protected by local, state, or federal law. Harassment is a form of discrimination and is an "unlawful employment practice" under Title VII of the 1964 Civil Rights Act. Prohibited harassment includes all derogatory comments about protected groups or individuals. Examples include, but are not limited to:

- Written or verbal comments
- Unfounded assumptions
- Jokes and pranks

- Physical contact
- Cartoons, pictures, posters
- Innuendoes and gestures

Harassment also includes activities that are derogatory on the basis of an employee's protected class membership and any negative actions based on an employee's participation in activities identified with or promoting the activities of the protected group. Spokane International Academy takes harassment and related misconduct seriously, and this policy prohibits harassing conduct even if that conduct does not rise to the level of a violation of law.

Sexual harassment is harassment that is unwelcome and sexual in nature. It includes unwelcome sexual advances, requests for sexual favors, graphic verbal or written comments about an individual's sex life or body, sexually degrading words used to describe an individual, or other visual, verbal, or physical conduct of a sexual nature. It also includes harassment based on a person's gender, including pregnancy, childbirth, and related medical conditions. Sexual harassment may also include excessive, one-sided romantic advances, such as requests for dates, love notes, gifts, phone calls, and e-mails. The *recipient* of the action defines an "unwelcome advance," and such definitions must be respected by all individuals affiliated with Spokane International Academy. See the full Sexual Harassment section for details.

Employees are strongly encouraged to report concerns about unwelcome behavior before the situation becomes severe. Spokane International Academy aims to stop behaviors before they rise to the level of sexual harassment or discrimination. If you believe you are being harassed by fellow employees or others, promptly notify your immediate supervisor. If your immediate supervisor is responsible for the harassment or discrimination, or if for any other reason you are uncomfortable discussing the matter with your supervisor, you should report the matter directly to the Head of School or other member of the leadership team as soon as possible.

All employees should be confident that complaints of harassment or discrimination will be promptly and adequately investigated and will be kept confidential except for disclosure reasonably required by the investigation. After the investigation has been completed, prompt and effective corrective action will be taken against anyone found to have violated this policy. Corrective action in each case will depend upon the gravity and circumstances of the offense, and may include termination of employment. Spokane International Academy will also take whatever action is determined necessary to prevent an offense from being repeated. Spokane International Academy expressly prohibits any retaliation against any employee who, in good faith, makes complaints or who provides information about possible violations of this policy. Any individual who feels that he or she has been retaliated against for bringing forward a complaint or participating in an investigation should promptly notify the Spokane International Academy leadership team.

11

III. EMPLOYMENT

i. Employee Orientation

Spokane International Academy is a collaborative organization whose employees work across functional areas toward the accomplishment of organization goals. As a new employee, formal orientation will include completion of all new hire paperwork and an explanation of the employee benefits package and handbook Informal orientation will include introductions to key stakeholders related to your position's responsibilities and meetings and work with the Spokane International Academy team. Any additional or specific questions you may have regarding your role, employment, benefits, or the handbook may be addressed to your supervisor or Human Resources.

For a complete, up to date yearly calendar, see www.spokaneintlacademy.org

ii. Employment-at-Will

Spokane International Academy is an "at-will" employer. Employees may resign from the organization at any time, for any reason, and may be terminated by the organization at any time, for any reason, and with or without notice.

iii. Background and Reference Checks

The School will obtain and retain copies of fingerprint and background checks (record checks) through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050, and through the federal bureau of investigation before hiring an employee or allowing contractors on school premises when the employee, board member, or contractor will have unsupervised access to children. This shall be an ongoing requirement; background checks are renewed every year and fingerprinting will be renewed every two years to determine whether conduct has occurred post-employment.

If the employee or contractor has had a record check within the previous two years, the school may rely on the information contained in OSPI's record check database to satisfy this requirement. When necessary, applicants may be employed on a conditional basis pending completion of the record check(s).

SIA will conduct background checks on all employees by utilizing the Washington Access to Criminal History (WATCH) program. Access to a digital form will be shared with each employee, and the information provided on this form will be entered directly into the WATCH program in order to complete

12

the background check. A copy of the results of the background check will be maintained by the Human Resources department.

Employees can complete this fingerprint requirement by making an appointment at the ESD101 or Whitworth University. Spokane International Academy will also host a fingerprinting opportunity for current employees in partnership with Whitworth University during the August professional development days before school starts. New employees are responsible for covering the cost of initial fingerprinting when starting out as an employee. Spokane International Academy will then reimburse employees for updating the fingerprints every two years. A reimbursement will be issued once the employee submits a receipt and signed reimbursement form. If completed during the August Professional Development days through Whitworth, SIA will pay the cost directly.

Each year SIA will conduct record checks on volunteers using the Washington Access to Criminal History (WATCH) program before the volunteer is allowed to have unsupervised access to children at the school, or during school sponsored or affiliated events. A copy of the results of the check shall be maintained by the school. Volunteers can complete this process using the form on our website.

Employment verification: Spokane International Academy will verify previous employment listed by the applicant, including dates employed, position(s) held, reasons for departure, eligibility for rehire, and performance information. All teaching experience must be verified with a Verification of Experience form to confirm placement on our salary schedule.

Education verification: Spokane International Academy or an outside firm will verify education listed by the applicant, including dates attended, major(s), and degree(s) earned. All certificated staff must provide the Human Resources department with official transcripts for any degree(s) earned. Any other education such as clock hours must be verified with documentation.

iv. Required Training

Employment is contingent on the completion of mandatory training at the beginning of each school year or employment period. This includes, but is not limited to, in person training sessions and online (virtual) training.

SIA staff commit to attending training in August prior to the school year starting. This period is the week prior to the beginning of the school year and is considered as part of the offered contract of employment. This training period will include all state mandated training in areas such as, but not limited to, Mckinney-Vento, Civil Rights, etc. Continued pro development, detailed below, will also be provided.

Online training modules will also need to be completed by SIA staff each year. These will be assigned at the start of each school year and will have clearly communicated due dates.

13

If an employee is hired after the start of the school year, they shall be provided and required to attend similar training and complete any required online modules within a specified time frame. This will be communicated throughout the onboarding process.

Instructional Assistants are required to complete appropriate Fundamental Course of Study (FCS) courses based on their years of service.

For more information on clock hours and the Fundamental Course of Study (FCS), please see their respective sections below.

v. Professional Development

Spokane International Academy is committed to supporting the professional growth and development of its staff and will offer frequent, relevant "in house" development opportunities. Additional, outside resources can be proposed to the leadership team, and will be considered on a case-by-case, limited basis.

vi. Classifications

It is vital that both employment classifications and exempt/nonexempt status are correctly identified for each position in the organization. The following table defines the employment classifications for Spokane International Academy:

CLASSIFICATION	DEFINITION
Regular Full-Time	- Regularly scheduled to work 40 or more hours per week - Eligible for all benefits
Regular Part-Time	Eligible for all benefits if anticipated to work at least 630 hours in a school year
Temporary	- Work a specified time frame - Work normally does not exceed six consecutive months - Eligible for all benefits if anticipated to work at least 630 hours in a school year - Not eligible for retirement (Not expected to continue for 2+ years)

14

vii. Exempt and Nonexempt Status

Exempt and nonexempt employment status is defined under the Fair Labor Standards Act (FLSA) and applicable state law and is based on the nature of the work and the job responsibilities of each position. Each position at Spokane International Academy is classified as Exempt or Nonexempt.

- **Exempt Employees**: Those who are not required to be paid overtime under the Fair Labor Standards Act because their positions are classified as executive, administrative, professional, outside sales, or other applicable exemptions.

- **Nonexempt Employees**: Those who are required to be paid overtime for all hours worked in excess of 40 in a workweek under the Fair Labor Standards Act and state law.

Spokane International Academy adheres to the federal and state regulations that require exempt employees to be paid on a salary basis. Spokane International Academy continues an exempt employee's salary during workweeks while the exempt employee is on jury or witness duty or temporary military leave, as long as the exempt employee is still providing services to the organization during part of those workweeks. Spokane International Academy also limits the use of unpaid disciplinary suspensions for exempt employees to full days, and to those circumstances allowed by the salary basis regulations. Exempt employees who are FMLA eligible may have their salaries reduced during workweeks in which they take unpaid FMLA leave, whether in full or partial-day increments.

Any exempt employees who believe that improper deductions have been made from their salaries should bring their concerns to the attention of the Spokane International Academy business office. Such concerns should be shared as soon as they are discovered. The business office will investigate the concerns promptly. If improper deductions were made from salaries, Spokane International Academy will reimburse the employees for any improper deductions. Contact your supervisor with any questions about your position status.

viii. Immigration and Employment Eligibility

In compliance with the Immigration Reform and Control Act of 1986, Spokane International Academy will hire only those individuals who are authorized to work in the United States. All employees will be required to submit documentary proof of their identities and employment authorizations. Employees will also be required to complete and sign the U.S. Citizenship and Immigration Services' form I-9. Form I-9 requires employees to attest that they are authorized to work in the job for which they are hired and that the documents submitted are genuine.

If an employee is authorized to work in this country for a limited period of time, the employee must submit proof of continued employment eligibility and sign another I-9 form before the expiration of the initial period in order to remain employed by Spokane International Academy.

Spokane International Academy currently cannot sponsor visas.

15

ix. Outside Employment

An employee may hold a job with another entity, as long as the outside employment does not create a conflict of interest, and the employee satisfactorily performs his or her job responsibilities with Spokane International Academy. All employees will be judged by the same performance standards and will be subject to Spokane International Academy's scheduling demands and the full performance of their role responsibilities, regardless of any existing outside work requirements.

In accepting outside employment, each employee must avoid any situation that will:

- Adversely impact performance on the job, such as being too tired to perform effectively or being unable to devote required time and effort to Spokane International Academy. Spokane International Academy exempt employees understand that their position may require greater than 40 hours per week on a frequent basis and substantial outside commitments may interfere in such roles.
- Include working in any capacity for an employer offering goods or services that compete with those offered by Spokane International Academy.
- Be or give the appearance of being a conflict of interest.
- Require responding to telephone, fax, e-mail, or other correspondence during Spokane International Academy's regular working hours.

If Spokane International Academy determines that an employee's outside work creates a conflict of interest and/or interferes with performance or the ability to meet the requirements of Spokane International Academy as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with Spokane International Academy. Outside employment will present a conflict of interest if it has an adverse impact on Spokane International Academy, as determined solely by Spokane International Academy.

x. Volunteer Work

Spokane International Academy is a mission-driven organization and as such, is happy to support school- and community-related volunteer work. All conditions noted under Outside Employment apply equally to volunteer opportunities; however, employees are welcome to present volunteer opportunities to the Spokane International Academy leadership team for consideration should an interesting opportunity be available. As a rule of thumb, volunteer work must not reduce the amount of time an employee devotes to Spokane International Academy. Volunteer work will present a conflict of interest if it has an adverse impact on Spokane International Academy, as determined solely by Spokane International Academy.

16

xi. Personnel Records

Your personnel files contain information about your employment, such as your employment application, education and clock hours, and performance reviews. Spokane International Academy generally regards these files as confidential and limits access to such information. I-9 documents are kept separate from general employment records and are available to others only in very limited circumstances. Please contact Spokane International Academy human resources if you would like to review the information in your file. If you disagree with anything in your file, you may add a statement reflecting your disagreement.

xii. Verification of Employment

If we are asked to provide a reference for an employee, we will limit it to the following:

- Position(s) held
- Dates of employment
- Role and Responsibilities

We will not release any other information concerning employment with us unless the request is in writing and is authorized by the employee. Spokane International Academy may also require that the employee sign a written release before any information is provided.

xiii. Updating Personal Information

Personal information should always be kept up-to-date as it can have an effect on your personal tax status, filings, and employment records. Please make sure the following information is accurate:

- Name, address, and/or home telephone number
- Marital status change: you may need to update your W-4 form and health benefit enrollment forms
- Change in your designated beneficiary
- Newly eligible dependent children: they must be enrolled within 31 days to receive health benefits

Please contact human resources or see the employee website for instructions on how to make these changes.

17

xiv. Offer Letters (Renewal and Nonrenewal)

All new employees are given an initial offer letter as a term of employment. The offer letter will clearly identify: term of employment, anticipated position and pre-requirements for qualifying for work.

- **Non-Renewal of Employment:** At the time designated by Spokane International Academy, a supervisor may recommend Non-Renewal of employment, effective at the end of the current school year. The reasons for non-renewal cannot be based on an employee's exercise of Constitutional rights, or based unlawfully on an employee's race, color, religion, sex, national origin, disability, or age. Reasons for a recommendation of Non-Renewal may be based on one of the following:

  - Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communication.
  - Failure to fulfill duties or responsibilities. Incompetency or inefficiency in the performance of required or assigned duties.
  - Inability to maintain discipline in the classroom or at assigned school-related functions.
  - Insubordination or failure to comply with official directives.
  - Failure to comply with policies or administrative regulations.
  - Conducting personal business during school hours when it results in neglect of duties.
  - Reduction in Force (RIF) because of financial exigency or program change.
  - Drunkenness or excessive use of alcoholic beverages; illegal use of drugs, hallucinogens, or other substances.
  - The possession, use, or being under the influence of alcohol, alcoholic beverages, or drugs and narcotics while on school property, working in the scope of the employee's duties, or attending any school or school-sponsored activity.
  - Conviction of a felony or any crime involving moral turpitude.
  - Failure by an employee to report his or her indictment, conviction, or deferred adjudication for any felony or any crime involving moral turpitude as required by policy.
  - Failure to meet the Spokane International Academy's standards of professional conduct.
  - Failure to comply with reasonable requirements regarding advanced coursework or professional improvement and growth.
  - Disability, not otherwise protected by law, which impairs performance of required duties.
  - Immorality, which is conduct the SCHOOL determines, is not in conformity with the accepted moral standards of the community.
    - Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude, or indicative of corruption, indecency, or depravity.
  - Any activity, school-connected or otherwise, because of the publicity given it, or knowledge of it among students, faculty, community, impairs or diminishes the employee's effectiveness in the Spokane International Academy.
  - Reasons specified in individual employment offer letters reflecting special conditions of employment such as but not limited to failure to fulfill requirements for certification.

18

o Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
o A significant lack of student progress.
o Assault on an employee or student.
o Falsification of records or other documents related to the Spokane International Academy's activities.
o Falsification of required information on an employment application.
o Misrepresentation of facts to a supervisor.
o Any attempt to encourage or coerce a child to withhold information from the child's parent.
o **Exhausting their leave balance and accessing too many days of unpaid leave.**

xv. Assurance Letter/Letter of Intent for Continued Employment

Assurance letters/letters of intent will be issued by May 15th. Letters are due back to admin staff on a date designated at the time of issuance. Letters do not constitute an official employment contract. Hours and job duties are subject to change at contract issuance.

xvi. Employee Separation: Resignation/Termination

If you separate from Spokane International Academy via resignation or termination:

▪ **Notify your supervisor and Human Resources (hr@spokaneintlacademy.org) immediately** via email or letter that clearly states the resignation date and reason.
▪ You must **return all school-issued items**, in their original condition, on or before your last day of work.
▪ **Provide SIA with current contact information** before leaving, so any payroll documents or communications will be sent to your most up to date address. You will also need to **update contact information in your DRS and SEBB accounts** to reflect your personal information.
▪ If hourly, **please submit your final timesheet** on your last day of work in order to be accurately paid.
▪ If resigning, it is preferred that employees provide notice of two weeks whenever possible.
▪ Employee emails are deactivated after the last day of employment. Please ensure you download/forward any important documents or emails from your staff email if desired, and check that all benefit programs (SEBB, DRS, etc.) are attached to a *personal* email so you do not lose access after separation.

Separation Timing & Final Paycheck:

▪ If separation occurs on or before the 10th of a given month, the separating employee will receive their final paycheck during the month of separation.

19

- If separation occurs after the 10th of a given month, the separating employee will receive their final paycheck in the month following their separation.
- If separation occurs at the end of a school year, the date of your last paycheck will be communicated to you in your resignation acknowledgement from the human resources department.

Paid Time Off Adjustments:

- If separation occurs within the first 30 days of work, all paid time off used will be converted to leave without pay (LWOP) and deducted from available pays.
- Spokane International Academy does not pay out accrued paid time off of any type at the time of separation. Instead, any remaining sick leave will be banked for transfer to future school employment in Washington state (as per Washington state law).
- Please see RCW 28A.400.210 for potential sick leave cashout exceptions regarding retirement or death.

Return of School Items:

- SIA reserves the right to withhold final payment if all school materials are not returned, in their original state issued, on or before the date of final payment. SIA reserves the right to deduct from final payment to compensate the school for loss or damage of school property.

Insurance Benefits (SEBB):
- SEBB Benefits, including but not limited to health benefits and long-term disability coverage, generally extend to the last day of the month in which your employment ended.
- If SEBB benefits extend beyond the last working day, the last day of coverage will be communicated in your resignation acknowledgement from the human resources department.
- You will be eligible for COBRA continuing health benefits after separation, and the State Employee Benefits Board (SEBB) will ensure you receive information on how to access those benefits. See "Section V: Benefits" below for more details on COBRA.

Retirement (DRS):

- Retirement (through DRS) can always be accessed at drs.wa.gov, where you can monitor how these retirement funds are being managed and are growing. This balance will continue to grow until your retirement age, when you can begin to receive your benefits if you have accumulated enough service credit to become a "vested" member (requirements differ by chosen plan). Please refer to drs.wa.gov, or contact DRS, for details.

Exit Interviews:

- In a termination or voluntary resignation situation, Spokane International Academy administration may conduct an exit interview to discuss an employee's reasons for leaving and any other impressions that the employee may have about Spokane International Academy.

20

▪ During the exit interview, employees can provide insights into areas for improvement that Spokane International Academy can make. Every attempt will be made to keep all information confidential.

21

IV. COMPENSATION

i. Pay Practices

Our objective is to pay fair and reasonable wages to all employees in accordance with their job knowledge, quality and quantity of work performed, dependability, cooperation and job responsibility. Your pay is determined by several factors, such as job responsibilities, performance, and market rate for jobs requiring similar experience, training and skills.

Each employee's hourly wage or annual salary will be reviewed at least once each year. The employee's review date will usually be conducted on or about the end of the school or fiscal year. Such reviews may be conducted more frequently for a newly created position, or based on a recent promotion.

Salary schedules for classified and certificated staff are subject to change without notice, but are available on request from employees.

Every effort is made to avoid errors in your paycheck. Employees who believe an error has been made should notify school leadership and the business office immediately. They will take steps to research the problem and endeavor to make any necessary corrections by the next regular pay day.

It is the responsibility of each employee to check their paycheck for accuracy. Instructions for how to access pay stubs can be found on the employee website or by contacting human resources.

ii. Pay Days

Spokane International Academy's pay frequency (pay period) is once monthly. If you are being paid on an hourly basis, your paycheck will reflect your salary assignment that will be annualized and paid in equal payments plus any adjustments needed based on your monthly timesheet. Timesheets will include hours worked from the 1st to the 31st. If you are being paid on a salaried basis, your salary will be annualized and paid in equal payments each pay period.

The workweek is from Monday to Friday. Paydays are the last business day of each month. However, if the payday falls on a holiday, you will be paid on the last business day preceding the holiday. See dates for paydays for the 2024-2025 school year below:

September 30th	March 31st
October 31st	April 30th
November 29th	May 30th
December 31st	June 30th
January 31st	July 31st
February 28th	August 29th

22

iii. Time Sheets (Hourly Employees Only)

For hourly employees, time sheets are Spokane International Academy's way of keeping track of actual hours worked so that you will be paid correctly. It is the employee's responsibility to:

- ▪ Fill out your timesheet, indicating hours worked
- ▪ Review your timesheet
- ▪ Obtain your supervisor's approval
- ▪ Return it to his or her supervisor no later than the 1st of each month

All hourly employees will be issued a duty roster that shows the employees expected work schedule for the year. This schedule will be used to calculate a monthly base amount for each hourly employee from September to August. Each month the payroll department will collect the prior month's timesheets and balance the worked hours to the expected hours (listed on your Duty Roster).

You are expected to work only the hours contracted on your base assignment (listed on your Duty Roster). All deviations from these hours **must be pre-approved by your supervisor**, and will impact pay accordingly. Changes in your typical schedule must be pre-approved by your supervisor. Failure to receive supervisor approval for deviations from your assigned schedule may result in disciplinary action. Any schedule questions should be directed to SIA Human Resources.

All timesheet corrections must be approved by your supervisor. Any timesheet corrections received after the 5th of the month will be reflected on your paycheck in the following month.

For example: An employee submits their March timesheet on April 1st. On April 6th, they realize there was a mistake on the timesheet, and get a correction approved by their supervisor. Since the correction occurred after the 5th, the correction amount will be accounted for in the employee's May paycheck.

iv. Breaks and Lunches (Non-Exempt Employees)

All non-exempt Spokane International Academy employees must communicate with their supervisor to schedule the break times outlined below. Instructional Assistants are **required** to work with their supervisor to develop a written schedule of breaks and lunches at the beginning of each school year (or the beginning of employment). Any deviations from the outlined policies below must receive written approval in advance. Staff who fail to comply with the policies outlined in this section may be subject to disciplinary action.

Please refer to Washington State Labor & Industries documentation for full, up-to-date guidelines.

Lunches (Meal Periods):
- ● **An unpaid meal period must be given and must be taken by the employee if a shift lasts 5 hours or more**
- ● The lunch must be 30 minutes long and taken between the 2nd and 5th hours of the shift
- ● Meal periods shall be uninterrupted and completely free of normal work duty

23

- Staff members are not required to remain on Spokane International Academy premises during meal periods
- Employees are not allowed to skip lunches to alter their schedule (i.e. Skip lunch in order to arrive late or leave early)

Rest Breaks:
- **A paid rest break of at least 10 minutes will be provided for every 4 hours of work**
  - Employees shall not be required to work more than 3 hours without a rest break
  - Rest breaks cannot be combined
- Breaks must be scheduled/taken as close to the midpoint of the work period as possible (i.e. as close to 2 hours and 6 hours into an 8 hour shift as possible)
- Breaks shall be uninterrupted and free of normal work duty
- Staff members are expected to remain on Spokane International Academy premises during rest breaks
- Rest breaks will be considered "hours worked"

v. Restroom Access

Spokane International Academy staff shall be provided "reasonable access" to bathrooms and toilet facilities. Spokane International Academy shall not restrict the use of bathroom or toilet facilities to rigid time schedules (e.g., only during scheduled breaks), and shall not impose unreasonable time use restrictions.

vi. Payroll Deductions

Two kinds of deductions are made from your earnings:

- Those required by law, including federal and, where applicable, state withholding taxes, Social Security/Medicare taxes (an amount determined each year and matched equally by Spokane International Academy), and, by court order, garnishments/wage levies as required in the settlement of certain legal matters.
- Those authorized by you, such as contributory benefit plans, insurance, charitable donations, etc.

vii. Automatic Payroll Deposit (Direct Deposit)

As a service to you, we have implemented a system whereby payroll checks may be automatically deposited into your bank account(s). You may have the entirety of your check directly deposited into your bank account(s). A paycheck stub will still be prepared for you, indicating the amount of the

24

deposit(s) and will be accessed online. You will not receive a paper copy of your paycheck stub unless requested. The direct deposit service can be arranged through the Spokane International Academy payroll department as part of your onboarding. Please contact hr@spokaneintlacademy.org if you have additional questions.

viii. Overtime Pay

Fluctuations in Spokane International Academy's work schedule may require your supervisor to ask you to work overtime for school events (e.g. International Night), Back-to-School Night, Parent-Teacher Conferences, or other school events. **Overtime is not allowed unless pre-approved by your supervisor.**

- **Nonexempt Employees:** Nonexempt employees who are eligible for overtime pay, according to the Fair Labor Standards Act (FLSA) or their state's law, will be paid at one and one-half times their regular hourly rate for hours worked in excess of 40 in a defined work week. Holiday, sick leave and vacation hours will not be considered time worked for purposes of calculating overtime pay. In all cases, supervisor approval is required to be compensated for overtime work completed. This approval can be sought by obtaining a written approval of overtime from your supervisor and attaching it to that month's timesheet.

- **Exempt Employees:** Exempt employees are generally professional positions and such roles often require employees to work more than 40 hours in a given week. Compensation for this expectation is included in an exempt employee's salary rate and such employees are not eligible for overtime by law and will not be paid for overtime. Exempt employees are expected to work the hours necessary to perform their job duties.

Your cooperation in adjusting to changes in your work hours due to fluctuating work requirements is appreciated. Any request you may have for an adjustment to your regular or overtime work schedule should be discussed with your supervisor. **Overtime is not allowed unless pre-approved by your supervisor.** We reserve the right to establish different workweeks in different work groups.

ix. Additional Compensation

Employees may be eligible from time to time to receive additional compensation for additional work. This may come in the form of stipend contracts for leading clubs, extended travel with students, teaching summer school, or other additional work.

Additional compensation in the amount of $500 or less will be paid as a lump sum. If the compensation is greater than $500, the amount paid on a contract is to be paid based on time/responsibility/incentive. This compensation will be paid over the course of the activity which generated the compensation.

25

Any supplemental/stipend contracts received after the 5th of a month will be paid in the following month (or begin payment in the following month if not being paid as a lump sum).

x. Clock Hours

To maintain their certification, educators are required by law to complete continuing education credits throughout their career. These credits are offered through "clock hours," which are units of credit assigned to educators at a professional development or training event. Clock hour rules are available in Chapter 181-85 WAC

Below is the description of the process for approval of clock hours for training provided by SIA, or by an outside service provider. It is important to remember that teachers are ultimately responsible for submitting their own hours via the EDS platform and submitting copies of clock hour sheets to HR (hr@spokaneintlacademy.org) for documenting on their clock hour transcript. If teachers do not submit clock hour forms to HR, they will not be tracked on the transcript kept by SIA in the employee file.

1. Clock hour providers/trainers will submit an agenda/objectives sheet and pre-populated clock hour form 1125 to the Head of School for the clock hours committee to approve.
2. The committee will respond to the trainer, or employee, seeking approval via email confirming the approval.
3. Trainer will print off adequate copies of the approved form 1125 for staff to complete upon completion of training.
4. Trainer will provide a sign in sheet at the training for staff to document their attendance. Trainer will be responsible for submitting completed sign in sheet to Human Resources following the completion of the training.
5. Following the training, staff will complete an evaluation of the training and submit to the trainer. The trainer will use the evaluations for their own feedback, but will also either submit originals, or copies of the evaluations to Human Resources for filing.
6. Staff will be responsible for submitting the clock hour form 1125 to Human Resources (hr@spokaneintlacademy.org). Human Resources will enter these hours in a shared system and the staff member will be able to access a transcript online.
7. Staff will use hours documented on their transcript to complete the required submission on the EDS platform. (See OSPI's guidance on this process at www.k12.wa.us)

Important to remember:
- Hours submitted only to EDS and not to SIA will not be reflected on your clock hours transcript, and will therefore not be reflected in your pay.
- Employees are solely responsible for uploading hours to the EDS system
- It is in your best interest to keep a copy of all clock hour forms you have completed in case the filing of clock hours at SIA is inconsistent with your records.
- **Staff may not list SIA as the "approved provider" for any unapproved activities**. Staff that do this do so at their own risk. Should their certificate renewal be audited, and found to contain fraudulent activities, they will be held solely responsible for falsely representing their experience.
- Please see OSPI's "Already Approved Certified Educators" page for full details regarding renewal requirements.
- The best way to get specific information about your renewal is by contacting OSPI at 360-725-6000 between 8 am and 5 pm.

26

xi. Fundamental Course of Study

Instructional Assistants (paraprofessionals) at Spokane International Academy will need to complete 28 hours of Fundamental Course of Study training to meet the requirements set by the Washington Professional Educator Standards Board (PESB).

Full details of the program can be found here:
https://www.pesb.wa.gov/paraeducator-certificate-program/certificate-options/

- Completion of the Fundamental Course of Study training is typically required within the Instructional Assistant's first two years of employment.
- The Fundamental Course of Study is required for all Instructional Assistants, including those with teaching certificates.
- Instructional Assistants are responsible for scheduling FCS training sessions themselves, and will need to work with human resources and the executive assistant to view their tracker (which shows which courses they have already completed) and to schedule these training sessions.
    - Spokane International Academy will **not** sign Instructional Assistants up for FCS training sessions, with the exception of those provided during in-house Spokane International Academy training.
    - Instructional Assistants are encouraged to sign up for training sessions early in the year to allow time for schedule changes (if needed) and to ensure all necessary training sessions are able to be attended.

- New Instructional Assistants are expected to complete at least 14 hours of FCS training in their first year.
- Continuing Instructional Assistants expected to complete the remaining 14 hours of training in their second year (or to otherwise complete any FCS courses not taken during their first year).
- Instructional Assistants hired mid-year are expected to complete the same requirements within reason, and complete 28 hours by the end of their second year regardless of how many sessions were completed before the end of their first school year.

Most of these sessions must be taken through NEWESD 101 or another ESD either virtually or in-person, but some sessions may be covered in SIA's annual all-staff training. SIA will cover the costs of all FCS training sessions.

Instructional Assistants who fail to sign up for and complete the required 28 hours of FCS training may be subject to disciplinary action and/or termination. Instructional Assistants who fail to complete the training before the end of their second year of employment will need to finish any remaining training in their subsequent year(s).

27

xii. Inclement Weather and Natural Disasters

Spokane International Academy will coincide with the decision of Spokane Public Schools regarding the closure of school for inclement weather. If there is a school closure or delayed start, it will be communicated through the Emergency Communication System (phone tree) and a staff-wide email.

If you are reluctant to drive in inclement weather, you are encouraged to carpool with others whose vehicles might be better equipped to handle the conditions, or to use public transportation. You are encouraged to make every effort to arrive at work on time whenever the facility is open. Employees who do not report to work when the facility is open must use paid vacation time or take an unpaid day. That said, Spokane International Academy strongly values employee personal safety and concerns should be discussed with the Spokane International Academy human resources department.

Spokane International Academy will utilize the emergency notification function of Bloomz, the school website, local news, radio stations, and social media accounts to notify parents, students, and staff of any closures.

Make up days for school closures will be decided following the weather event. SIA builds snow make-up days into our calendar for this purpose.

xiii. Performance Evaluations

Spokane International Academy is committed to maintaining productive working relationships with all employees through frequent feedback on a formal and informal basis. Feedback includes knowing what is expected and how current performance is meeting the standards, goals, and expectations set.

The performance review process is designed to assist certificated employees in their professional development by providing feedback on their performance, identifying areas for employee development and growth, and assisting in performance management. It is based on the underlying philosophy that employee engagement improves performance.

Throughout the year, certificated staff members will be evaluated using the Danielson Framework and the Get Better Faster Framework. Certificated staff will be required to produce growth goals at the beginning of the school year that will assist in their development. Certificated staff will have one scheduled observation and one unscheduled classroom observation at minimum each school year. More information and training will be provided throughout the year. All observation information will be communicated via SchoolMint Grow.

Classified staff evaluations may also include confidential feedback from managers and other employees. The results of these evaluations will include both a celebration of an employee's strengths and a discussion of areas of growth and goals.

28

xiv. Performance Evaluations - Employees' Responsibility

Your career development depends on effective performance in your current job and taking the initiative to continue your growth.

A performance evaluation provides an opportunity for frank discussion about your job performance and goals. The value of the evaluation is directly related to a mutual understanding between you and your supervisor about your job. If you do not understand what is expected of you, be sure to ask questions until you do. Your annual goals and evaluations should reinforce your job description. At times, your job description may need alteration and this should be discussed with the Spokane International Academy leadership team. Job descriptions shall be kept on file for reference, especially for use in performance evaluation settings.

The performance review process requires employee participation. You may be asked to submit a self-evaluation of your performance or a portfolio to your supervisor. This will help to ensure that you have input into the performance evaluation process as you highlight your perception of your accomplishments and desires for future development. Performance evaluation is a cooperative process.

You will be asked to sign the review form verifying that you participated in the evaluation and discussion, which can be done through SchoolMint Grow. You may submit comments about the appraisal, which will become part of the record. If you disagree with the performance review, you may discuss the differences with your supervisor.

xv. Travel Time (Hourly Employees Only)

Spokane International Academy compensates nonexempt employees for business travel. The following are some of the criteria that establish what is (and what is not) business travel. Check with your supervisor if you have any questions regarding travel time.

- Time spent in ordinary travel to and from work is not considered hours worked and is not paid.
- When travel to a temporary job site is required, such time may be paid if you are a nonexempt employee who is: (1) required to report to your regular office at the beginning or end of the day; (2) required to perform work for Spokane International Academy while traveling; or (3) required to drive an organization vehicle or transport other workers to a temporary job site.
- Exempt employees are not eligible for additional compensation for travel related to school business.

All employees who operate vehicles in connection with their employment with us must possess valid driver's licenses, insurance and may be asked to sign forms authorizing Spokane International Academy to examine their driving records.

29

xvi. Reimbursed Expenses

Employees are reimbursed monthly for pre-authorized school business related expenses. **All expenses must be supported with approved documentation (receipts, agendas, etc. See below.), the Spokane International Academy Reimbursement Form, and MUST be pre-approved by your supervisor to be reimbursed.** Business expense forms can be obtained in the school office, or on the staff page of the website, and should be returned to the Business Manager.

Each employee must submit their own claim for expenses. Each employee must certify by his or her signature the claim for reimbursement of travel expenses is a true and correct claim for necessary expenses incurred by him or her, and that no payment for any claimed expense has been received by him or her.

Spokane International Academy recognizes that employees may be required to travel or incur other expenses from time to time to conduct business and to further the mission of this non-profit organization. The purpose of this Policy is to ensure that:

- Adequate cost controls are in place
- Travel and other expenditures are appropriate
- There is a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by employees

It is the policy of Spokane International Academy to reimburse only reasonable and necessary expenses actually incurred by employees.

- **Qualification of Expenses:** When accruing business expenses, Spokane International Academy expects employees to:
  - o Exercise discretion and good business judgment with respect to those expenses.
  - o Be cost conscious and spend Spokane International Academy's money as carefully and judiciously as the individual would spend his or her own funds.
  - o Report expenses with supporting documentation.

Expenses must be submitted within 30 days of the qualifying expense in order for the employee to receive reimbursement and will be paid at the end of that month. Failure to meet this deadline may result in the denial of reimbursement.

Submission requirements are applicable to both employees seeking reimbursement for their expenditures, as well as those who have access to a Spokane International Academy credit card. Paying for expenses on a Spokane International Academy credit card shall not be used to circumvent these requirements.

30

xvii. Local Travel

For the purpose of this Policy, local travel shall be considered any travel within the Spokane region 50 miles from Spokane International Academy's current address. In these instances, Spokane International Academy will reimburse employees for reasonable parking expenses incurred. Parking/speeding tickets will not be reimbursed. **Requests for reimbursements of this category must be submitted with receipts when possible.**

Note: Miles traveled in excess of one's normal daily commute are tax deductible to the employee at rates determined by the IRS to the extent that they have not been reimbursed by the employer. Please keep note of all such miles traveled and be sure to include on your itemized personal income tax deductions!

Employees using their own vehicle for organization business must agree to maintain, at all times, automobile liability and property damage insurance covering the employee's own car and any other car that may be used in the conduct of his or her business. Spokane International Academy requires that third-party liability coverage should be a minimum of $1,000,000, property damage coverage be a minimum of $100,000, and reserves the right to see proof of such insurance.

xviii. Overnight Travel – Airfare/Transportation

Fares and hotels should be booked as soon as is reasonable after travel dates are confirmed. Spokane International Academy will pay for Coach-class tickets; any upgrades can be purchased by employees personally. Extraordinary ticket prices will be reviewed and may not be reimbursable. Hotel receipts must be submitted for reimbursement.

Other methods of travel (rail, personal vehicle mileage) will be 100% reimbursable to the degree they are cheaper than airfare to the same destination.

Transportation expenses such as Uber or taxi must be accompanied by receipts to be eligible for reimbursement. Airport shuttles should be used when available.

Travel by personal vehicle will be reimbursed at the per diem rate per mile, shown here: https://ofm.wa.gov/accounting/administrative-accounting-resources/travel/diem-rate-tables.

xix. Overnight Travel - Meals and Per Diem Rates

Spokane International Academy will reimburse employees for meals using per diem guidelines issued by the Federal GSA (www.gsa.gov/travel/plan-book/per-diem-rates), not the actual dollar amount spent on food. Agendas must be provided to receive meal reimbursements, and receipts are no longer required. See below.

Employees will only be reimbursed meals that are not already covered by the lodging or event itself.

31

- Examples of covered meals include: Continental breakfast or lunches/dinners provided at the conference itself.
- Cost of meals eaten as an alternative to these covered meals will **not** be reimbursed.

A copy of the conference/workshop agenda must be attached to all travel reimbursement requests, before or after the trip. If the agenda provided by the event coordinator does not mention some/all covered meals, please submit your agenda with notes explaining which meals are covered by the lodging or event coordinator.

- For example: If your agenda provided by the event coordinator does not mention a covered breakfast but your hotel provides continental breakfast, please note that on the agenda you submit.

For purposes of the agenda and reimbursement:

- Breakfast per diem is allowed on the first day of travel if departure time is before 7 am
- Lunch per diem is allowed on the first day of travel if departure time is after 7 am
- Lunch per diem is allowed on the last day of travel if return time is after 2 pm
- Dinner per diem is allowed on the last day of travel if return time is after 7 pm

Employees will be reimbursed based on the Federal GSA per diem rate listed on the website above, and do not need to submit receipts for meal reimbursement.

xx. Additional Reminder

Spokane International Academy maintains a strict policy that expenses in any category that could be perceived as lavish or excessive may not be reimbursed, as such expenses are inappropriate for reimbursement by a nonprofit, charitable organization. Expenses that are not reimbursable include, but are not limited to:

- First class tickets, upgrades or excessive baggage fees
- Travel insurance
- Movies, entertainment, or liquor
- Overnight travel without prior approval
- Uber or taxi fare for transportation not required for the conference

32

V. BENEFITS

i. Benefit Programs

Information about benefits coverage is available on the staff section of the school website. We may modify, add to, or eliminate any of the benefits described in this guide. Employees will be informed about all changes to their benefit package. *The official plan documents supersede this summary; please refer to them for more detailed information.*

ii. Eligibility for SEBB (Health) Benefits

You are eligible for School Employee's Benefits Board (SEBB) if you are a regular employee who is regularly scheduled to work at least 630 hours per year. If the employee's first day of work is on or after September 1st, but no later than the first day of school, coverage begins on the first day of work OR if the employee's first day of work is any other date of the school year after the first day of school, coverage begins the first day of the month following the employee's first day of work.

Eligible dependents may also participate. These include the following:

- Your spouse
- Domestic partner (Affidavit of Domestic Partnership required)
- Dependent children under age 26 (unmarried and tax dependents of the subscriber)
- Disabled children may be eligible, regardless of age, if approved by the insurance organization

You may enroll dependents during your initial enrollment at your time of hire and their coverage will begin at the same time your coverage begins. If you do not enroll eligible dependents at the time of hire, you may enroll them during:

1. Open Enrollment, which begins in late October and ends in late November. The changes take effect January 1st each year, or;
2. Qualifying Events, examples of which include marriage/divorce, birth or adoption of a child, spouse's new coverage or loss of coverage through their employer, and others (please contact the Spokane International Academy leadership team if you believe you have or will have a qualifying event). When specified, you will need to provide proof of the qualifying event. Acceptance under this option is at the discretion of the insurance organization.

For more specific details about health care benefits, please refer to the benefits summary (or summaries) provided by your insurance provider(s).

If you choose to enroll in benefits and have premium payment responsibility, you will be charged the cost of these benefits through regular payroll deductions.

33

If you are eligible for SEBB benefits, you can waive (opt out of) your enrollment in SEBB medical coverage if you are enrolled in other employer-based group medical insurance, a TRICARE plan, or Medicare. If you waive SEBB medical coverage, you must still enroll in SEBB dental and vision coverage, basic life insurance, basic accidental death and dismemberment (AD&D) insurance, and basic long-term disability (LTD) insurance, as these are provided at no (or very low) cost to the employee.

iii. Medical/Dental/Vision Benefits (SEBB)

You have a choice in selecting medical, dental and vision coverage for yourself and your dependents. The plans offered cover necessary services and supplies as outlined in the plan booklet. Please refer to the benefit summary for a description of each plan.

iv. Life Insurance and AD&D Insurance (SEBB)

The SEBB Program provides basic life insurance and basic accidental death and dismemberment (AD&D) insurance at no cost to employees who are eligible for the employer contribution toward SEBB benefits. If eligible, you will automatically be enrolled in basic coverage, even if you waive medical coverage.

v. Other Supplemental Benefits (SEBB)

Under the SEBB program, employees who qualify for benefits are eligible for supplemental benefits such as Life Insurance, AD&D, Medical Flexible Spending Arrangements (FSA) and Dependent Care Assistance Program (DCAP). The employee is responsible for any additional costs associated with these supplemental benefits.

vi. COBRA - Continuing Health Benefits (SEBB)

If your health benefits end due to a "qualifying event" for you and/or your dependent(s), you may continue the same coverage you had as an active employee for a period of time. The federal law that permits this extension of coverage is known as the Consolidated Omnibus Budget Reconciliation Act, commonly referred to as *COBRA*.

If you qualify, you and your dependents may choose COBRA coverage under our current organization health insurance plans. To preserve your rights under COBRA, you must submit notification within 60 days of a qualifying event (which may include a reduction in hours of work, divorce, employment termination, or a covered dependent ceasing to be a dependent). While you continue coverage under COBRA, your health benefits provide the same features of coverage as those for active employees.

34

Following is information about qualifying events and length of coverage:

Qualified Beneficiary	Qualifying Event	Length of Continuation
Employee and/or covered dependent(s)	• Voluntary or involuntary termination of employment (except for gross misconduct), including retirement • Reduction of hours	18 months 29 months if due to employee/ dependent disability
Covered dependent(s)	• Death of employee • Divorce or legal separation • Dependent child ceases to qualify as a dependent under the plan (limiting age) • Active employee becomes entitled to Medicare	36 months

vii. Workers' Compensation Insurance

If you are injured on the job or contract an occupational disease, you may be entitled to medical care and wage replacement (time-loss) benefits through the workers' compensation insurance provided by Spokane International Academy. A small portion of this premium may be paid by you through payroll deduction, as provided by state law.

If you suffer an on-the-job injury or become aware that you have contracted an occupational disease, you must notify the Spokane International Academy leadership team as soon as possible and complete an accident report.

viii. Social Security/Medicare

As you are aware, the federal government requires you to contribute a portion of your wages to Social Security/Medicare, which should provide you with income and medical benefits when you retire or become disabled. This deduction is a percentage of your annual compensation, up to a predetermined amount. Spokane International Academy also contributes a matching amount to this program on your behalf.

35

ix. Unemployment Insurance

Unemployment Insurance is a federal/state program that provides some compensation to workers who are temporarily and involuntarily unemployed. Spokane International Academy contributes to this program on your behalf with each payroll.

For more information regarding this benefit, contact the Spokane International Academy human resources department or your local Employment Security Office.

x. WA Cares Act

The WA Cares Act is an earned benefit designed to assist individuals in covering long term care expenses. Long term care expenses can be defined as any combination of costs related to services or support for an individual in need of long term care.

This may include professional care, training or support for family members (including spouses or domestic partners) who are caregivers, adaptive equipment (hearing aids, medicine reminders, etc.), home delivered meals, home and safety evaluations, living space modifications (such as wheelchair ramps), transportation, or professional out-of-home care. In order to qualify for these benefits, the individual in need of long term care must need help with 3 activities of daily living, such as bathing, dressing, eating, medication management.

The WA Cares Act is driven by worker (not employer) contributions, and is required for all Washington State employees who have not received an exemption from the Employment Security District. Starting in July 2023, premiums for all employees will be 0.58% of each paycheck unless they receive an exemption (see below).

Distributions from the program begin in July of 2026, with a set lifetime total benefit of $36,500 which will be adjusted annually for inflation. To apply for these benefits or for an exemption, please see https://wacaresfund.wa.gov/.

In order to receive these benefits, you must meet certain contribution criteria. For the purposes of these criteria, you must work at least 500 hours a year (about 10 hours per week) in order for that year to be considered a full year of contribution:

- You must contribute at least 3 of the last 6 years of work at the time of applying for benefits in order to apply.

  OR

- You must contribute for a total of 10 years (without a consecutive break in contribution of more than 5 years) in order to receive lifetime access to the benefit. You can apply at any time,

36

regardless of recent contributions, once you meet this criteria. If you are not contributing for more than 5 years (for example, due to exemption or unemployment), the 10 year count resets.

OR

- Employees born before 1968 can earn 10% of the benefit amount for each year they contribute. Working for 1 year would earn them 10% of $36,500, 2 years 20%, and so on.

In order to receive an exemption, you must contact the Employment Security District. See the table below for exemption criteria:

Permanent Exemption	Conditional Exemption
Veterans with service-connected disability rating of 70% or greater.	Workers who live out-of-state
	Workers with non-immigrant visas
	Spouses or registered domestic partners of an active-duty US Armed Forces member

You must provide Spokane International Academy with a letter from the Employment Security District confirming the exemption, and must notify your employer of the loss of conditional exemption status within 90 days if you no longer fall under one of the conditional exemption criteria.

xi. Benefits Questions?

Since this section of your employee handbook provides only plan highlights, please refer to the staff website for more details and important plan resources. You may also contact human resources at hr@spokaneintlacademy.org with any questions.

37

VI. RETIREMENT

i. Retirement Plans

Washington State's Department of Retirement System (DRS) offers two plan options: Plan 2 and Plan 3. These are separated between the SERS (for classified and admin staff) and TRS systems (for teachers and certificated staff), which are detailed below:

i. School Employees Retirement System (SERS)

SERS became effective September 1, 2000 and has both a Plan 2 and a Plan 3. An individual establishes membership in the system by being employed as a classified employee of a school district or an educational service district.

·   Beginning July 1, 2007 new SERS members and potential SERS members (substitutes) with no prior PERS Plan 2 service hired into eligible positions have 90 calendar days to choose between Plan 2 or Plan 3, or the employer defaults them into Plan 3.

·   Effective August 1, 2009 new SERS members with a prior PERS Plan 2 are also given the 90-day plan choice option.

 Plan 2 members can retire at age 65 with five years of service or at age 55 with 20 years of service. Retirement benefits for members who retire before age 65 are actuarially reduced. Plan 2 provides disability and survivor benefits.

 Plan 3 members have a two-component benefit structure: a defined benefit component and a defined contribution component. Members are eligible for the defined benefit component at age 65 if they have:

· Ten service credit years; or

· Five service credit years, including 12 service credit months after attaining age 44; or

· Five service credit years by September 1, 2000, under Plan 2 and transferred to Plan 3.

 Members are also eligible for the defined benefit component at or after age 55 if they have at least ten service credit years. Retirement benefits for members who retire before age 65 are actuarially reduced. Plan 3 provides disability and survivor benefits. Members who separate from employment, at or before the defined benefit eligibility date, have immediate access to the defined contribution component.

38

ii. Teachers' Retirement System (TRS)

Beginning July 1, 2007, new and potential (substitute) TRS members hired into eligible positions have 90 calendar days to choose between Plan 2 or Plan 3, or the employer defaults them into Plan 3.

An individual establishes membership in the system by being employed as a teacher in the public schools. "Teacher" means any person who is qualified to teach and who is employed by a public school as an instructor, administrator or supervisor.

Plan 2 members can retire at age 65 with five years of service or at age 55 with 20 years of service. Retirement benefits for members who retire before age 65 are actuarially reduced. Plan 2 provides disability and survivor benefits.

Plan 3 members have a two-component benefit structure: a defined benefit component and a defined contribution component. Members are eligible for the defined benefit component at age 65 if they have:

· Ten service credit years; or

· Five service credit years, including 12 service credit months after attaining age 44; or

· Five service credit years by September 1, 2000, under Plan 2 and transferred to Plan 3.

Members are also eligible for the defined benefit component at or after age 55 if they have at least ten service credit years. Retirement benefits for members who retire before age 65 are actuarially reduced. Plan 3 provides disability and survivor benefits. Members who separate from employment, at or before the defined benefit eligibility date, have immediate access to the defined contribution component.

ii. Retirement Eligibility

You are eligible to enroll in SERS/TRS on the date of your hire if you work in a position that:

- Works more than 70 hours a month for five months in a year
- Is expected to continue for at least two consecutive years.

As per these regulations, most employees are eligible for DRS retirement systems. Employees eligible for a DRS retirement plan are required to enroll in a plan and may not opt-out of the plan.

Employees who are eligible for a DRS plan and fail to choose between Plan 2 or Plan 3 within 90 days of their start date will automatically be enrolled in Plan 2.

39

iii. Employee Contributions

When you enroll, your membership choice is permanent. If you choose plan 2, contribution rates are adjusted at intervals set by DRS. If you choose plan 3, contribution rates are locked in once made and you are not able to change your rate unless you change employers. Your contributions come straight out of your paycheck before federal income taxes are withheld.

The IRS limits the annual dollar amount you can put into tax-deferred retirement plans. This dollar limit may change from one year to the next. The payroll system recognizes when you have reached the limit, and deductions will automatically stop.

iv. Organization Contributions

Spokane International Academy will make an annual contribution to your account. The organization contribution amount may vary annually, but you will be given 60 days' notice of any changes. You qualify for the organization contribution if you are currently participating in the plan.

v. When Retirement Participation Ends

Your participation in SERS/TRS will end on the day you leave Spokane International Academy for any reason, including termination, retirement, and disability, or otherwise cease to be an eligible employee.

vi. DRS Account & DRS After Termination/Resignation

For current or past employees, this account can always be accessed by you at drs.wa.gov, where you can monitor how these retirement funds are being managed and growing by setting up an account. This will continue to grow until your retirement age, when you can begin to receive your benefits if you have accumulated enough service credit to become a "vested" member (requirements differ by chosen plan). For exact rules, refer to drs.wa.gov. If you begin working for another organization that participates in Washington's DRS programs, you will resume contributions into your existing account.

vii. Beneficiaries

When you enroll in SERS/TRS, you will name a beneficiary who will receive the vested balance of your plan account if you die. Your beneficiary can be anyone you want, but if you choose someone other than your spouse your spouse will have to sign a consent form. Beneficiary information can be entered or revised at any time through your DRS account (see above).

40

VII. LEAVES

i. Description of Leave

The following section describes SIA's approach to annual leave for both salaried and hourly employees. It is the mission of the school to deliver a world-class education to students and this requires staff to be present as much as possible. Washington State is also facing a substitute shortage which inhibits most schools in our area from finding qualified substitute teachers. Staff are encouraged to take personal time during the year to refresh when needed. They also are encouraged to take sick leave when necessary to ensure a healthy recovery and to prevent the spread of infectious disease.

Salaried Employees - At the beginning of the year teachers and administrative staff will be allotted the following annual leave amounts. All of the following information is assumed per 1.0 FTE. Any employee working less than full-time will receive a prorated amount per their contract.

For new employees, leave balances are assigned at the time of hire based on their FTE. If an employee resigns or is terminated on or before their 30th working day, any paid time off that was already taken will be converted to leave without pay and deducted from their available pays.

- Personal Leave -
  - 40 hours (5 days) to be used at the employee's discretion. This bank of time may be used for any purpose.
  - Up to 32 hours (4 days) will be cashed out at the end of August to all certificated employees who remain active as of the last day of the school year at the current pay rate for a substitute teacher. No personal leave will be allowed to roll over to the following school year.
- Sick Leave (Illness or Injury) -
  - 56 hours (7 days) to be used when the employee is unable to perform their duties because of personal illness, injury or disability. All of which may be rolled into their immediate or Banked Sick Leave balances the following year.
  - Sick leave absences, including COVID-related absences (as per current regulations), of more than 3 consecutive work days must be supported by providing a doctor's note.
  - Employees may hold up to 180 days of banked paid sick leave. An employee's banked paid sick leave will also include any sick leave time transferred from the employee's previous employer. This leave can only be cashed out if the employee meets all requirements under WAC 392-136-020. This leave balance is eligible for transfer as sick leave when employment ends. Please see "Banked Sick Leave" for more details about the Sick Leave Bank.
  - Maternity/Paternity/Adoption: This leave may also be used for pregnancy, childbirth and related temporary disability to employees, to the extent the employee's physician certifies the employee's temporary disability.
  - Family Illness: This leave may be used in the event of illness within the immediate family of the employee. For purposes of this provision, immediate family shall mean spouse,

41

parent, child, grandchild, grandparent, sibling(s), or a person living in the same household as the employee.
- ○ Please see the sections below regarding Banked Sick Leave balances and transfer of Banked Sick Leave
- **Emergencies:** Leave for emergency situations is taken from other leave balances. Please see the Usage of Leave Balances section below.
- **Certificated Half Days:** Since certificated half days, such as the day before fall break, are calculated as a full day of work on salaried contracts, a full day of leave must be used if an employee is taking the half day off. This applies to all types of leave, including but not limited to personal leave, sick leave, and leave without pay.
- **Should a substitute be required, time off must be taken in 4 hour increments.**

Hourly Employees - At the beginning of the year hourly staff will be allotted the following annual leave amounts. All information following is assumed per 1.0 FTE. Any employee working less than full-time will receive a prorated amount per their contract.

For new employees, leave balances are assigned at the time of hire based on their FTE. If an employee resigns or is terminated on or before their 30th working day, any paid time off that was already taken will be converted to leave without pay and deducted from their available pays.

- Personal Leave
    - ○ 24 hours (3 days) to be used at the employee's discretion. This bank of time may be used for any purpose, but needs to be pre-approved by the Head of School prior to accessing these days.
    - ○ No days may be cashed out at the end of the year. Unused days will expire at the end of the school year.
- Sick Leave (Illness, Injury)
    - ○ 56 hours (7 days) to be used when the employee is unable to perform their duties because of personal illness, injury or disability. All of which may be rolled into their immediate or Banked Sick Leave balances the following year.
    - ○ Sick leave absences, including COVID-related absences (as per current regulations), of more than 3 consecutive work days must be supported by providing a doctor's note.
    - ○ Employees may hold up to 180 days of banked paid sick leave. An employee's banked paid sick leave will also include any sick leave time transferred from the employee's previous employer. This leave can only be cashed out if the employee meets all requirements under WAC 392-136-020. This leave balance is eligible for transfer as sick leave when employment ends. Please see "Banked Sick Leave" for more details about the Sick Leave Bank.
    - ○ Maternity/Paternity/Adoption: This leave may also be used for pregnancy, childbirth and related temporary disability to employees, to the extent the employee's physician certifies the employee's temporary disability.

42

○ Family Illness: This leave may be used in the event of illness within the immediate family of the employee. For purposes of this provision, immediate family shall mean spouse, parent, child, grandchild, grandparent, sibling(s), or a person living in the same household as the employee.

○ Please see the sections below regarding Banked Sick Leave balances and transfer of Banked Sick Leave

● **Emergencies:** Leave for emergency situations is taken from other leave balances. Please see the Usage of Leave Balances section below.

ii. Recording Absences

It is the responsibility of the employee to record their absence in Red Rover, the school's digital absence management system, for the day that it is taken. SIA staff will monitor and reconcile absences for payroll and accounting purposes.

iii. Usage of Leave Balances

Spokane International Academy staff are expected to use the appropriate leave balances based on their absence type, as informed by the chart and section below, and contact Human Resources with any questions. All entered leave will be reviewed by Human Resources and the staff member's appropriate manager before approval.

Please see the chart below for a visual breakdown of Spokane International Academy's policy regarding the usage of leave balances.

43

Order of Usage – PTO/LWOP

Spokane International Academy

Reason for Absence | **Type of Paid/Unpaid Leave to Use**

- Sick/Doctor → Sick Leave -or- Personal Leave (if employee chooses to use) → Banked Sick Leave
- Emergency
- Personal → Personal Leave → Leave Without Pay (only if approved)

(Banked Sick Leave → Leave Without Pay (only if approved))
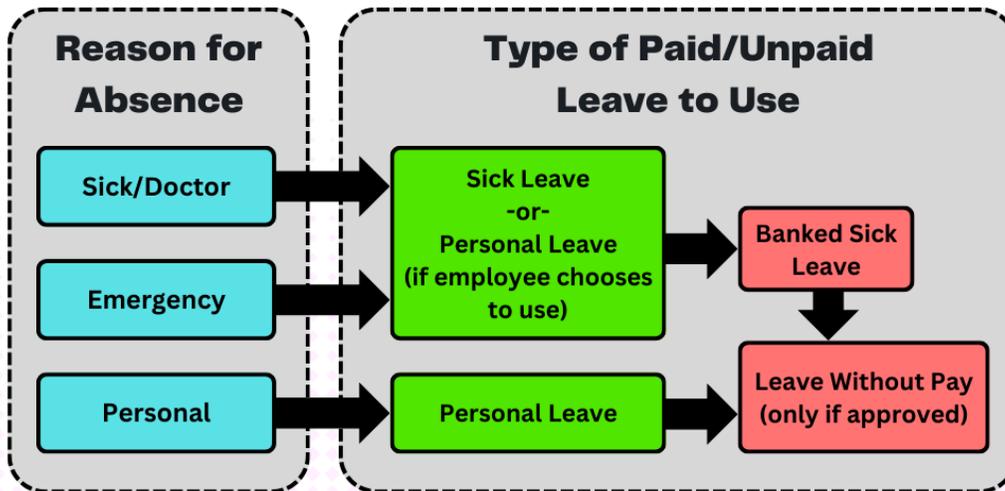
Posted/Revised for 2024-2025 SY   Please refer to current SY handbook for full details

As indicated on the chart, there are three main categories of absence reason:

- <u>Sick/Doctor's Appointment:</u> Includes but is not limited to normal sickness, care for a family member (child, spouse, etc.), COVID absences, doctor's/dentist/vision appointments, etc.
- <u>Personal:</u> Includes but is not limited to time off for events, pet injury/care, trips, flights, inclement weather, and anything else not covered under the Sick/Doctor or Emergency.
- <u>Emergency:</u> Includes but is not limited to transportation issues (canceled flight, car troubles, etc.), living space emergencies (fire, flood, etc.), or personal major health issues for you or a family member. Absences of this type must be approved by your supervisor.

For other types of special leave (Bereavement, Domestic Violence, Military, Jury Duty, Pro Development, etc.) please see the detailed sections below.

iv. Absences - Key Guidelines

- ▪ <u>You must receive approval from the Spokane International Academy leadership team prior to taking personal leave.</u>
- ▪ <u>You may not schedule your last paid workday as a vacation day.</u> Unused leave will not be paid out should you end employment with SIA.

44

- ▪ <u>Please enter absences in **15 minute increments**</u> (i.e. starting at 11:15 or 11:30 rather than 11:20, for example). All absences entered into Red Rover that are not in 15 minute increments will be rounded up to a 15 minute increment for purposes of paid time off balance usage.
- ▪ For teaching staff: **Absences requiring a substitute must be taken in 4 hour increments** (i.e. 4 hours or 8 hours).

When possible, a minimum of one week's notice should be given to your supervisor for planned absences, in order to schedule and accommodate substitutions (if applicable). When advanced notice is not possible, as in the case of emergency or illness, email BOTH the office AND your supervisor AS SOON AS POSSIBLE with notification of your absence and day's plans for a substitute if applicable.

v. Blackout Dates

There are times throughout the year when finding a substitute may constitute a significant issue for the school. These days will be blacked out and staff will not be allowed to take leave, paid or unpaid, on these days. Should an emergency take place on one of these days, the staff member must connect with their supervisor to inform them of the need to be absent.

- ● <u>Blackout dates</u>
    - ○ August professional development (dates to be determined by Head of School)
    - ○ First two weeks of school
    - ○ Last two weeks of school
    - ○ Friday afternoon staff development times
    - ○ Conference days
    - ○ Data days
    - ○ International Night
    - ○ School Vacations - The day before or after school holidays (Thanksgiving, Winter Break, Martin Luther King Jr. Day, President's Day, Spring Break, Memorial Day, Juneteenth)
    - ○ Please see the current school calendar for these dates:
        - ■ https://www.spokaneintlacademy.org/_files/ugd/ed48bc_5a836f6a81cf43e28e3ec17e05f4e96c.pdf

vi. Banked Sick Leave

- ● Banked Sick Leave is accrued when an employee's Sick Leave balance, as shown in Red Rover, exceeds 120 hours (15 days).
- ● Since 1.0 FTE employees start the year with 56 hours of sick leave, if an employee has more than 64 hours left at the end of a year each hour over 64 will be moved to the Sick Leave Bank when transferring those hours to the next year.

45

- ○ For example, if you ended a school year with 72 hours of sick leave left, you would start the following school year with 120 hours in Red Rover and 8 hours of Banked Sick Leave. (56 + 72 = 128; 128 - 120 = 8)
- ● Banked Sick Leave will be tracked in the Sick Leave Bank. Staff can inquire about their balance at any time by contacting HR.
  - ○ For all employees with hours in the Sick Leave Bank, a report will be sent at the beginning of each school year notifying them of their balance in the Sick Leave Bank.
- ● Banked Sick Leave may only be used once your immediate sick leave hours (in Red Rover) are depleted.
- ● Banked Sick Leave is eligible for transfer into another Washington State public school district or charter school, but is not eligible for cash out at the time of resignation or termination.

vii. Requests to Receive Shared Sick Leave

Under some circumstances, an employee may run out of all paid leave and Banked Sick Leave when faced with an emergency. In this situation, an employee may request to receive Banked Sick Leave from other employees under the following criteria:

1.) A school employee is eligible to receive donated leave if the following conditions are met:

- ● The staff member suffers from, or has a relative or household member suffering from, an extraordinary or severe illness, injury, impairment, physical or mental condition, or is a victim of domestic violence, stalking, or assault;
- ● The staff member's condition or circumstance has caused or is likely to cause the staff member to:
  - ○ Go on leave – without pay status; or
  - ○ Terminate their employment;
- ● The staff member's absence and the use of shared leave are justified by documentation;
- ● The staff member has depleted, or will shortly deplete, their annual leave and sick leave reserves;
- ● The staff member has abided by district rules regarding sick leave use; and
- ● The staff member has diligently pursued and been found to be ineligible to receive industrial insurance benefits.

2.) Human resources or its designee will determine the amount of leave, if any, which a staff member may receive under this policy and procedure. However, a staff member shall not receive more leave than the number of contracted days remaining within their contract for the current school year.

3.) Leave will be calculated on a full day-donated and day-received basis (i.e. in 8 hour increments)

46

4.) The school will require the employee or their legal representative to submit, prior to approval or disapproval, documentation from a licensed physician or other authorized health care practitioner verifying the severe or extraordinary nature, and expected duration of the condition. (WAC 392-126-095)

5.) Request to see Policy 5406P: Leave Sharing for additional details

viii. Requests to Transfer Banked Sick Leave

If an employee wishes to transfer some or all of their Banked Sick Leave to an employee who has requested leave following the above criteria, they may do so under the following conditions:

The donation of sick leave is completely voluntary. No employee shall be coerced, threatened, intimidated, or financially induced into donating leave. Furthermore, no employee shall be discriminated against on the basis of any protected class in regards to the donation or receipt of transferred sick leave.

1.) A staff member who has an accrued annual leave balance of more than fifteen (15) days may request that the human resources or designee transfer a specified number of days to another person authorized to receive shared leave. A staff member may not request leave to be transferred that would result in an accrued annual leave balance of fewer than fifteen (15) days
2.) A donating staff member must retain a minimum of 120 hours (15 days) of sick leave after the transfer;
3.) A staff member who does not accrue annual leave but who has an accrued sick leave balance of more than fifteen (15) days may request that the Payroll Department transfer a specified amount of sick leave to another person authorized to receive shared leave. A staff member may not request a transfer that would result in an accrued sick leave balance of fewer than fifteen (15) days. Sick leave as defined in RCW 28A.400.300 means leaves for illness, injury and emergencies;
4.) The number of leave days transferred will not exceed the amount authorized by the donating staff member;
5.) Any leave donated by a staff member which remains unused will be returned to the donor. To the extent administratively feasible, leave transferred by more than one staff member will be returned on a pro-rata basis
6.) Leave will be calculated on a day-donated and day-received basis
7.) All leave must be donated voluntarily and anonymously
8.) Request to see Policy 5406P: Leave Sharing for additional details

If you are unsure if you are able to transfer or how much you are able to transfer, please contact HR at hr@spokaneintlacademy.org.

47

ix. Unpaid Leave (Leave Without Pay)

There may arise a time when an employee needs to take additional time off during the course of the year in an emergency situation. SIA will work, to the best of its ability, with an employee during these emergencies to ensure they are able to attend to whatever has taken place.

An employee needing to take unpaid leave (often referred to as Leave Without Pay or LWOP) must have the leave approved in writing by their supervisor prior to the leave being taken. It is at the sole discretion of the Head of School whether or not to approve the leave.

Employees will be given the flexibility to take up to three (3) days of unpaid leave in any one school year. Any employee accessing unpaid leave will be placed on an employee performance plan for use of annual leave. Once an employee uses their 3rd day of unpaid leave they will be notified by their supervisor that the next request for unpaid leave, or day failed to work, will result in the termination of their contract. Unique circumstances such as caring for a sick family member or an extended illness or injury (with a doctor's note) may arise that require an employee to take more unpaid days throughout the year. This request may only be approved by the Head of School. In these emergency situations, pending approval, the employee may or may not be placed on a performance improvement plan. In the circumstances detailed above, advanced notice of the absence must be provided to your supervisor and a doctor's note is required to be provided to Spokane International Academy within 24 hours of the appointment.

48

VIII. SPECIAL TYPES OF LEAVE

i. Family and Medical Leave Act (FMLA)

After twelve months of employment with Spokane International Academy, an employee who has worked at least 1,250 hours in the twelve months preceding the commencement of the leave is eligible for up to twelve weeks of **unpaid leave** during a twelve-month rolling period. The twelve-month rolling period is measured forward from the date when the most recent family/medical leave began. The Family and Medical Leave Act (FMLA) is a **federal program** and will be administered according to regulations governing the federal Family and Medical Leave Act of 1993 (FMLA).

Leave may be taken for the following reasons:

- The birth of a child
- The placement of a child for adoption or foster care
- To care for a spouse, child, or parent with a serious health condition
- Your own serious health condition
- **Military-Related FMLA Leave:**
    - **Exigency:** For urgent needs related to a relative's (spouse, child, or parent) deployment to a foreign country or call to active duty from the military reserves.
    - **Injury:** A 26-week period of unpaid leave within a 12-month period may be available to an FMLA-eligible employee whose relative (spouse, child, parent, or relative for whom the employee is next of kin) has incurred a serious illness or injury while serving on active duty in the U.S. military. The service member or veteran must be receiving medical treatment or therapy for, or recuperating from, the serious injury or illness, and the injury or illness must have occurred within the five years preceding the date of treatment.

FMLA Key Guidelines:

- Depending on the circumstances, your leave can be taken all at once, intermittently, or on a reduced leave schedule.
- Leave for birth or placement for adoption or foster care must conclude within twelve months of the birth or placement.
- Under the Washington Pregnancy Disability Act, leave taken for the period of sickness or disability due to pregnancy or childbirth will run concurrently with an eligible female employee's right to take twelve weeks of FMLA leave. FMLA leave will also run concurrently with Washington Family Leave Act (FLA) leave.
- When requesting a leave, provide your supervisor with as much advance written notice as possible (30 days is preferred). You must also complete a Family and Medical Leave Certification form.
- You may be required to provide certification from a qualified health care provider if the leave is due to a serious health condition. If certification is requested, you will have 15 calendar days to

49

provide the certification. In some cases, an employee may be required to provide second and third medical opinions at the company's request.

▪ An employee on leave due to his or her own serious health condition or the serious health condition of a spouse, parent, or child may be required, depending on the circumstances, to provide periodic recertification that the leave is still necessary.

▪ An employee returning from leave taken for his or her own serious health condition may be required to provide medical certification of his or her ability to return to work.

▪ For FMLA absences: You will be required to use all of your accrued PTO and Banked Sick Leave, as well as, any floating holidays, as applicable. After your paid leave is exhausted, the remaining part of your leave will be unpaid.

▪ While on FMLA leave, you will continue to receive the same group health coverage that you held prior to the start of the leave. While you are on leave, you will be responsible for paying any portion of premiums you normally pay as an active employee.

▪ When you return from your leave, you will generally be eligible to return to the same position that you held prior to the leave. If that position is not available, the company will attempt to place you in an equivalent position.

▪ While on FMLA leave from Spokane International Academy, you may not perform work for any other employer.

▪ If two employees who are married to one another both work for Spokane International Academy, their annual leave entitlement may be limited to a combined total of twelve workweeks.

During FMLA leave, Spokane International Academy will continue your health benefits just as if you had continued being at work. However, if you choose not to return to work, you will be required to reimburse Spokane International Academy for any health insurance premiums the company has paid on your behalf during the leave.

Please contact the Spokane International Academy leadership team to assist you with any questions you may have regarding FMLA leave or other types of leaves.

ii. Paid Family & Medical Leave Act

Paid Family & Medical Leave (PFML) is a **Washington state program** that is designed to provide **paid time off** in situations that prevent an employee from working, when an employee needs time to care for a family member or new child, or for certain military-related events. PFML is designed to supplement the Family and Medical Leave Act (see above section), and can be used concurrently with or in addition to FMLA; The use of FMLA does not reduce your allowed PFML benefit. Many events that qualify for either FMLA or PFML will qualify for both.

Employees working 820 hours or more in Washington state over the last 12 months can qualify for up to 12 weeks per year of medical or family leave, including full-time, part-time, and temporary employees, and including those who have worked for multiple employers over the past 12 months.

50

In a qualifying situation, the amount of paid medical or family leave you can take is determined by your medical provider on a case-by-case basis, up to 12 weeks a year.

Unlike FMLA, you need not exhaust your personal leave balances before taking PFML.

Multiple Qualifying Events: In some situations, an employee may be eligible for more than 12 weeks per year of PFML. If an employee has more than one qualifying event in the same year, they may qualify for up to 16 weeks, and if an employee experiences a condition in pregnancy that results in incapacity (for example, being put on bed rest or having a c-section), they may qualify for up to 18 weeks.

Paid Leave from the PFML program does not have to be taken all at once, but an employee must claim eight consecutive hours of leave each week, or claim zero hours if taking intermittent leave. For example, you may take one full 8 hour day of Paid Leave a week in order to attend chemotherapy treatment, or you may take your leave in full weeks to recover from a major surgery; You may not take 4 hours off on Monday and Friday of a given week using your PFML time since this is not 8 consecutive hours of leave in a week.

As of 2023, you can receive up to 90% of your weekly pay under PFML, up to a maximum of $1,427 per week.

Under the PFML Act, Spokane International Academy is not required to protect an employee's job while they are on leave if either of the following are true:

- The employee has worked for Spokane International Academy for less than a year
- The employee has worked less than 1,250 hours for Spokane International Academy in the year before they take Paid Leave (about 24 hours a week)

Please visit https://paidleave.wa.gov/ to learn more, or visit https://paidleave.wa.gov/apply-now/ to apply and view up-to-date details on the content above, or reach out to Spokane International Academy HR to request resources or ask questions.

iii. Washington Family Care Act

As per Washington State law, employees are entitled to use accrued paid time off to care for the following:

- A child of the employee who has a health condition that requires treatment or supervision
- A spouse, registered domestic partner, parent, parent-in-law, or grandparent of the employee who has a serious health condition or an emergency condition (including short-term care of a pregnant spouse or registered domestic partner, during or after childbirth, as needed)

Employees are required to provide as much advance notice of the need for such leave as possible. For the purposes of this policy, "child" means a biological, adopted, or foster child, stepchild, legal ward, or a

51

child of a person standing in *loco parentis* who is under 18 years of age, or 18 years of age or older and incapable of self-care because of a mental or physical disability

If the reason for the leave is the serious health condition of a spouse, parent, parent-in-law or grandparent, the normal certifications required by the organization under our vacation and sick leave policies will apply.

iv. Washington Pregnancy Disability Act

As a part of the Paid Family and Medical Leave Act, leave is provided for a woman for the period of time that she is sick or temporarily disabled because of pregnancy or childbirth. The length of the leave is determined by the attending physician, based on medical necessity and the woman's individual condition, but qualifying complications may result in additional PFML time (detailed above).

v. Domestic Violence Leave

In addition to Paid Family and Medical Leave, employees in Washington State are entitled to take intermittent or other reasonable leave from work where there has been a situation of domestic violence, sexual assault, or stalking against the employee or the employee's family member (such as parent, spouse, child, parent-in-law, grandparent, or person with whom the employee has a dating relationship). Time off may be used to take care of legal or law enforcement needs, to get medical treatment or social services assistance, to relocate to a safer location, or to engage in safety planning. This time off may be paid from accrued vacation or may be taken without pay. During the leave, you will continue to receive the same group health coverage that you held prior to the start of the leave.

Advance notice is required whenever possible; at the latest, you should notify your supervisor of the situation by the end of the first day of leave. Spokane International Academy may request written verification of the need for leave, including the reason leave is needed (i.e. domestic violence, sexual assault, stalking), the identity of the victim, and verification that the victim is a qualifying family member. Spokane International Academy is committed to maintaining the confidentiality of the employee and the circumstances.

vi. Military Leave

If you are ordered to serve or volunteer for military training or active duty in the Armed Forces of the United States, the National Guard, the United States Coast Guard, or the Public Health Service, you may be entitled to take a leave of absence for the length of the service, in accordance with applicable law.

You should provide your supervisor with a copy of the written orders requiring your attendance. Your reinstatement upon return from military service will be in accordance with federal and state laws.

52

vii. Washington Military Family Leave

Employees in Washington State who work at least 20 hours per week are entitled to up to 15 days of leave to spend time with spouses who are preparing to deploy or are on short-term leave from military deployment during times of military conflict. This time off may be paid from accrued vacation or may be taken without pay. During the leave, you will continue to receive the same group health coverage that you held prior to the start of the leave. You must provide notice of this leave to Spokane International Academy within five days of receiving notice of a spouse's deployment or leave. This leave is available once per deployment.

viii. Bereavement Leave

Regular full-time employees are eligible for up to (3) days of paid leave for each instance of an immediate family member's death. Immediate family member is defined as parent, spouse, child, brother, sister, grandparent, grandchild, or parent-in-law, domestic partner, stepparent, stepchild, stepbrother, stepsister, brother/sister-in-law, or daughter/son-in-law or other relation approved by the Head of School.

ix. Jury Duty

If you are summoned for jury duty, please submit a copy of your summons to the human resources department.

If you are called to serve jury duty, you are eligible to receive up to ten days of paid time per calendar year. During this time, your regular pay will not be reduced, nor will you be required to use accrued leave. If your jury duty extends beyond two weeks, you may request to use accrued leave, Banked Sick Leave, or request to take the additional time unpaid. You are required to report to work if you are dismissed from jury duty during your scheduled working hours.

Proof of attendance must be provided for each day absent or late due to jury duty.

53

IX. WORK ENVIRONMENT AND ETHICS

A. Professional Responsibilities & Rules of Management

i. Professional Expectations

One area Spokane International Academy prides itself on is treating education as a true profession again. To that end, all employees will be held to high professional standards.

Your prompt arrival will be expected for your work day each day, as well as to any outside assignments. Required work hours for full time teaching staff are 7:30 am - 3:30 pm each work day, or until the car line is clear, and any additional set up/prep time you may need. Classified staff will be assigned hours by their respective supervisor.

As a member of the Spokane International Academy team, you are expected to wear business casual attire Monday-Thursday and may choose to wear school logo apparel and jeans or business casual attire on Fridays.

As detailed in the sections below, staff are to remain professional in their usage of social media and representation of the school or school branding. Staff are to limit the usage of cell phones and other personal electronic devices while on duty.

You are expected to maintain an environment that is conducive to learning throughout the building at all times. This expectation extends to both the classroom and common areas like the staff room.

Most importantly, in all you do, remember the mission of Spokane International Academy and strive to uphold it.

ii. Spokane International Academy Mission

The mission of Spokane International Academy is to empower 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.

iii. Parents' Right to Know Under *No Child Left Behind*

If Spokane International Academy is the recipient of Title 1 funds, at the beginning of every school year, Spokane International Academy must tell parents they have a right to request the following information about the professional qualifications of their children's teachers. Parents have the right to know:

- Whether the teacher has met state qualifications and has a license for the grade level and the subject area he or she teaches

54

- ▪ Whether the teacher has an emergency or provisional license
- ▪ What degrees the teacher holds and the field of discipline of his or her certification or degree
- ▪ Whether the child is being taught by paraprofessionals and, if so, their qualifications
- ▪ If their child has been assigned, or has been taught by—for four or more consecutive weeks—a teacher who is not highly qualified.

iv. Open Door Policy

The management of Spokane International Academy encourages you to discuss any subject pertaining to your employment with your supervisor or the Spokane International Academy leadership team.

B. Ethical Business Practice

SIA is committed to employing the highest quality people and strictly adhering to ethical and fair practices in our business activities. We expect 100% commitment from you and require integrity and high ethical standards in all business activities.
You should not accept gifts, make personal investments, or participate in interests or associations that may interfere with the independent exercise of your judgment, the performance of your responsibilities, and the best interest of Spokane International Academy. You are not authorized to provide professional services to a competitor or other organization that may be a conflict of interest with your work at Spokane International Academy.

Every employee has some degree of access to Spokane International Academy data, plans, decisions, customer lists, and/or other confidential information. No employee may use or release this kind of information, except as required for the performance of his or her job duties. You should also treat as confidential any information of a personal nature regarding your co-workers. This also applies to the use of inside information about firms with which we are considering an association.

While representing Spokane International Academy, you are expected to:

- ▪ Comply with all laws and regulations
- ▪ Deal honestly with all students, families, and community members
- ▪ Use organization resources properly

If you are unsure whether a situation represents a conflict of interest, please contact the Spokane International Academy leadership team to review the situation.

55

i. Employee Behavior/Personal Conduct

Professional behavior standards are necessary for the efficient operation of Spokane International Academy and for the protection of everyone's rights and safety. Conduct that interferes with operations, brings discredit to Spokane International Academy, or is offensive to customers or fellow employees will not be tolerated, whether it occurs on or off organization time or organization property.

Spokane International Academy reserves the right to determine what conduct is inappropriate under any circumstances and what level of discipline such conduct warrants. Any questions in connection with this policy should be directed to the leadership team.

ii. Physical Contact with Students and Others

Under Washington's Law, a touching is a battery, and illegal, if there is an intentional use of force or violence upon the person of another; or the intentional administration of a poison or other noxious liquid or substance to another. To establish battery, Washington courts have held that it is sufficient if the actor intends to inflict an offensive contact without the other's consent. There is no requirement for maliciousness or intent to inflict actual damage. The essential element of a battery is physical contact, whether injurious or merely offensive, and a battery may be committed by touching another through the clothing.

It is the policy of Spokane International Academy that no teacher or staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question. If the child or other staff member has not requested that they not be touched, then the following forms of touching may be considered appropriate:

- Hugs initiated by the student
- Hugs given with permission
- Pats on the shoulder or back
- Handshakes
- "High fives" and hand slapping
- Touching shoulders and arms around the shoulder area
- Touching face to check temperature, wipe away a tear, and remove hair from face or other similar types of contact for similar purposes
- Patting a student on the knee (grades K-5)
- Sitting students on one's lap (grades K-2) for purposes of comforting
- Holding hands while walking with small children or children with significant disabilities
- Arms around shoulders
- Reasonable self defense

56

▪ Reasonable defense of another or restraint of a violent person to protect others or property

Except as discussed above, the following forms of touching are never appropriate:

▪ Inappropriate or lengthy embraces
▪ Kisses on the mouth
▪ Corporal punishment
▪ Sitting students on one's lap (grades 3-12)
▪ Touching buttocks, chests or genital areas
▪ Pushing a person or another person's body part (other than in self defense, defense of another or property)
▪ Showing affection in isolated areas
▪ Wrestling with students or other staff-members
▪ Bench-pressing another person
▪ Tickling
▪ Piggyback rides
▪ Massages
▪ Any form of unwanted affection
▪ Any form of sexual contact
▪ Poking fingers at another person that results in an offensive contact

This policy does not prevent touching a student for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another, or restraining a child who is trying to engage in behavior that is a danger to themself or others. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. In Washington an assault is an attempt to commit a battery or the intentional placing of another in reasonable apprehension of receiving a battery.

Any attempt to violate the guidelines in this section, or cause another person to have a reasonable fear of violation of these guidelines is prohibited. Causing reasonable fear normally includes an overt act, but words alone may be sufficient to cause reasonable fear if the words uttered under the circumstances could be reasonably assumed to imply physical contact would be attempted. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause.

The victim may also choose to bring civil or criminal charges against the violator. This policy must necessarily be somewhat flexible. Sometimes, especially when dealing with younger children or children with a disability, touching is more appropriate. A touch for the purpose of helping (i.e.: cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances. An accidental touch is never inappropriate provided it is a true accident. It is impossible to define each and every instance when touching is inappropriate. Teachers and staff members should apply the rules of common sense in the circumstances they find themselves.

57

iii. Reporting Child Abuse

As a member of Spokane International Academy personnel, you are a mandated reporter, which means that **if you have cause to believe that a child has suffered abuse or neglect, you are legally required to report the incident**. Pursuant to Washington state law RCW 26.44.030, when any professional school personnel, registered or licensed nurse, social service counselor, and psychologist has reasonable cause to believe that a child has suffered abuse or neglect, he or she shall report such incident, or cause a report to be made, to the proper law enforcement agency using the following number 1-866-363-4276. When any person, in his or her official supervisory capacity with a nonprofit organization, has reasonable cause to believe that a child has suffered abuse or neglect caused by a person over whom he or she regularly exercises supervisory authority, he or she shall report such incident, or cause a report to be made, to the proper law enforcement agency, provided that the person alleged to have caused the abuse or neglect is employed by, contracted by, or volunteers with the organization and coaches, trains, educates, or counsels a child or children or regularly has unsupervised access to a child or children as part of the employment, contract, or voluntary service.

Spokane International Academy has a CPS reporting form which must be completed alongside the report to CPS. Complete the CPS reporting form, and turn it in to your direct supervisor.

The CPS Form can be found here:
https://docs.google.com/document/d/1qj7Mz0PmE-4tZYS0GeMERhOuP0ywlVs1bQWqsIYWjZI/edit?usp=sharing

The report must be made at the first opportunity, but in no case longer than forty-eight hours after there is reasonable cause to believe that the child has suffered abuse or neglect. The report must include the identity of the accused if known.

iv. Confidentiality

Spokane International Academy serves in a highly personal sector, and it is essential that information regarding our families, student information, research activities, finances and other important information be held in the strictest of confidence.

In the course of performing your job, you may also be exposed to confidential internal organization documents, such as compensation information and employee personnel files. Such information should not be discussed or disclosed to anyone inside or outside Spokane International Academy in any circumstance.

For example, SIA staff members are not to imply or confirm attendance of students:

- An SIA Teacher is talking with a Community Member
- The Community Member states "You work at SIA? I know [Student Name] who goes there!"

58

- The teacher should **NOT** claim that they know the student, confirm, or imply which class(es) they attend.

v. Accessing Students' Records

All information contained in student's records, including information contained in an electronic database, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). These records are the property of Spokane International Academy, whose responsibility it is to secure the information against loss, defacements, tampering or use by unauthorized persons. Please do not speak about children in hallways or public areas. The information about children is confidential and must not be discussed in the outside community. No child's files are to be taken off premises unless granted permission by the Spokane International Academy leadership team.

Only teachers, administrative and office personnel are permitted to review the children's files. When a file is requested from the main office, it must be signed out and returned the same day. Files may not be copied without express authorization from the Spokane International Academy leadership team or their designee. If a file is needed by 8:00 a.m. the following morning, you must request this file the day before, not later than 3:00 p.m. and that file will be pulled and ready for you when you arrive the following day. Please do not remove any materials from any student's file. Files may not leave the building without specific written authorization from Spokane International Academy leadership team or their designee. If you request a student's file, you will be responsible for its contents.

vi. Liability

The effective employee is concerned for the welfare of students and takes measures to insure their welfare. Nevertheless, it is good to be aware of the possible consequences of negligence.

The staff member is legally responsible to act in a reasonable and prudent manner at all times. Specifically, the teacher must do the following:

1. Never leave students unsupervised. Leaving a classroom without another responsible certificated adult present is leaving students unsupervised. Instructional Assistants should not be asked to monitor students independently in a classroom or during instructional time for any extended period of time.

2. Require students to conduct themselves in an orderly, safe manner and administer such disciplinary actions as are reasonable and proper in any situation involving student misconduct.

3. Report any unsafe condition in the room or on campus to the Head of School or the Director of Facilities so that it may be corrected.

4. Strictly adhere to all stated school policies.

59

Failure of staff to meet their responsibilities may have severe consequences, e.g., revocation of their license, criminal charges, termination, etc. Additionally, staff may be held legally liable for negligence in the performances of their duties.

vii. External Information and Public Relations

The success of Spokane International Academy depends upon the quality of the relationships between Spokane International Academy, its employees, students, parents and the general public. The public impression of Spokane International Academy and its interest in Spokane International Academy will be formed, in part, by Spokane International Academy employees. Spokane International Academy employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, Spokane International Academy, and Spokane International Academy services.

Below are several things employees can do to help leave people with a good impression of Spokane International Academy. These are the building blocks for our continued success.

- ▪ Communicate with parents regularly.
- ▪ Act competently and deal with others in a courteous and respectful manner.
- ▪ Communicate pleasantly and respectfully with other employees at all times.
- ▪ Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
- ▪ Respond to email and voicemail within 24 hours during the workweek.
- ▪ Take great pride in their work and enjoy doing their very best.

viii. Use of SIA Name or Logos

Anyone seeking to use the SIA name or official logos for any purpose must first get the consent of the Head of School. Inappropriate use of the SIA name or logos will be cause for conversation or potential termination depending on the severity of the issue.

No employee may benefit monetarily from the use of the SIA name or logos without prior written consent from the Head of School. Any employee that does so will be required to pay in full the amount earned to the school to be used to support student clubs or travel. A second offense will be grounds for termination.

Any students, families or members of the community using the SIA name or logos without written consent of the Head of School will also be subject to similar expectations of repayment or possible litigation.

60

ix. Social Media

Social Media includes the various online technology tools that enable people to communicate easily over the Internet to share information and resources. Social media can include text, audio, video, images, podcasts, and other multimedia communications. These websites not only provide information, but also allow for interaction during this informational exchange through user-generated content.

x. Public Statements and Agency

For all public-facing interactions, SIA staff are seen as representatives (or agents) of Spokane International Academy. Spokane International Academy staff must exercise caution and professionalism when making public statements, including but not limited to social media posts, flyers, and other publicly available content. Staff should remember that their online presence is viewed as an extension of their professional persona, and thus, all public statements should align with the school's values and code of conduct.

Inappropriate content, including but not limited to offensive language, discriminatory remarks, or sharing confidential information, can damage the school's reputation and erode trust with students, parents, and the community.

Posts reflecting negatively on the school or its stakeholders may lead to disciplinary action and legal consequences. To protect personal and professional integrity, employees are encouraged to use privacy settings, avoid discussing school-related issues publicly, and think carefully before posting content that could be misconstrued or harmful.

xi. Authorizations and Content Monitoring

Spokane International Academy presence on any social media site, including school-related accounts, such as clubs, teams, field studies, course, or other sites associated with the school must be authorized by the Spokane International Academy leadership team or designee. Any sites, accounts, or pages existing absent prior authorization will be subject to review, editing, and removal. As appropriate, a recommendation for disciplinary action may result.

To request permission for a school-related site, please send a request to the leadership team and identify a "content owner," or individual responsible for performing regular monitoring and maintenance of the website or account, and a responsible administrator assigned to the specific site. Please note that for emergency purposes only, each school-affiliated site or social media account must name the school's leadership team as an administrator. However, the site, specifically, the content owner and responsible administrator shall be responsible for monitoring and maintaining these sites and accounts in accordance with all state and federal laws, and school and board policies.

61

Content must not violate copyright or intellectual property laws and the content owner must secure the expressed consent of all involved parties for the right to distribute or publish recordings, photos, images, video, text, slideshow presentations, artwork or any other materials. Before posting any photographs of students, content owners shall review the list of students whose parents have not consented to having their child's photograph taken or published. No student photographs should be published for personal, promotional use or any other non- school related purpose.

The use of the Spokane International Academy logo(s) on a social media site must be approved by the leadership team.

The school's general social media sites, including the school's blogs, Facebook, Instagram, and Twitter accounts, will be managed by the leadership team or designees. Duplicate, unofficial sites shall be reported, and investigated.

xii. Staff Use of Social Media and Technology

a. Limit On-Duty Use– Staff members are encouraged to limit their personal technology use during duty hours. Use of Personal Technology for non-school business should be limited to off-duty time and designated breaks.

b. Work/Personal Distinction– Staff members are encouraged to maintain a clear distinction between their personal social media use and any school-related social media sites.

c. Student Photographs – Absent parent permission for the particular purpose, staff members may not send, share, or post pictures, text messages, e-mails or other material that personally-identifies school students in electronic or any other form of personal technology. Staff members may not use images of students, e-mails, or other personally- identifiable student information for personal gain or profit.

d. Professional Effectiveness- School employees must be mindful that any Internet information is ultimately accessible to the world. To avoid jeopardizing their professional effectiveness, employees are encouraged to familiarize themselves with the privacy policies, settings, and protections on any social networking websites to which they choose to subscribe and be aware that information posted online, despite privacy protections, is easily and often reported to administrators or exposed to Spokane International Academy students.

e. Personal Social Networking & Media Accounts– Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor. Educators must give serious thought to the implications of joining an online social network.

f. Responsible Online Identity Monitoring – Employees are encouraged to monitor their 'online identity,' by performing search engine research on a routine basis in order to prevent their online profiles from being fraudulently compromised or simply to track information posted about them

62

online. Often, if there is unwanted information posted about the employee online, that employee can contact the site administrator in order to request its removal.

g. "**Friending**" **or Connecting with Spokane International Academy Students**–Employees should not have online interactions with students on social networking sites outside of those forums dedicated to academic use. School employees' social networking profiles and personal blogs should not be linked to school students' online profiles. Additionally, School employees should use appropriate discretion when using social networks for personal communications and should limit this activity to off-duty hours and the use of their own electronic communication devices.

h. Contacting Students Off-Hours–When in doubt about contacting a school student during off-duty hours using either school-owned communication devices, network services, and Internet access route or those of the employee, begin by contacting the student's parent(s) or legal guardian through their school registered phone number. School employees should only contact school students for educational purposes and must never disclose confidential information possessed by the employee by virtue of his or her school employment.

xiii. Internal Information

All reports, data, internal strategies, documents, information, data and work product, including all computer programs, graphics, software, operating instructions and data processing material, including disks, tapes and other storage media, relating to the operations, projects or work of Spokane International Academy or its students, or otherwise within the scope of the organization's operations, are, and shall continue to be, the exclusive property of Spokane International Academy. These materials are considered "works made for hire" and are the exclusive property of Spokane International Academy. None of these materials should be loaned, rented, copied, disclosed, or given to others, and all of them must be delivered to the organization upon its request.

xiv. Attendance

Regular attendance and timeliness are essential for everyone. Repeated absence or late arrival may cause difficulty for Spokane International Academy and your coworkers, so we encourage you to be especially diligent in this respect. The days and hours that you work will depend on the nature of your position and the needs of Spokane International Academy.

If you will be late for work or unable to attend work due to illness or emergency, please contact your supervisor, or the Office, in advance of your regular work time so that alternative arrangements can be made. If you require an early departure from work, you must obtain your supervisor's approval.

Unauthorized tardiness, absences, or failure to keep your supervisor informed are viewed seriously and will be treated under the Corrective Action policy.

63

xv. Job Abandonment

Spokane International Academy expects employees to report for work on time for every scheduled shift. An employee who is unable to report to work at the designated time is required to notify their supervisor, or Office Manager, as soon as practicable but no later than the employee's scheduled start time in accordance with attendance and leave policies. Employees who fail to report to work for three (3) consecutive business days without notifying Spokane International Academy of the absence will be considered as having voluntarily resigned as a result of job abandonment.

If the employee is unable to contact Spokane International Academy for any absence, the employee should ask a representative (such as a family member or friend) to do so on the employee's behalf. If the employee or a representative is unable to contact Spokane International Academy due to extreme circumstances (such as a medical emergency or natural disaster that prohibits the employee or a representative from contacting Spokane International Academy within three (3) days), the employee or the employee's representative must contact Spokane International Academy as soon as practicable to explain the situation. In extreme circumstances, Spokane International Academy will consider the explanation and its timing before determining if the voluntary resignation will be upheld.

xvi. Corrective Action

It is essential that you accept personal responsibility for maintaining high standards of conduct and job performance, including the observance of organization procedures and guidelines. The goal of corrective action is to provide you with the information you need to make the required improvements to continue your employment with Spokane International Academy and be successful in your position.

Spokane International Academy guidelines are based on common sense and good judgment and are designed to maintain a favorable work environment. These guidelines are applied to all employees as equally and fairly as possible.

Many factors are taken into account when corrective action is necessary, including the nature and seriousness of the problem, the employee's past performance, and the surrounding circumstances. Failure to adhere to organization guidelines and individual performance expectations may result in corrective action, up to and including termination. This may include verbal warnings, written warnings, suspension with or without pay, and/or termination.

Spokane International Academy reserves the right to apply corrective action as needed. There are some situations that may result in immediate termination. These situations may include, but are not limited to, the following:

- Theft
- Willful acts or negligence leading to the damage of organization property

64

- Improper use of school technology
- Inappropriate behavior towards or interactions with students
- Violation of Spokane International Academy's drug and alcohol policy
- Unreasonable failure to cooperate with a supervisor or other employees
- Falsification of organization records
- Physical violence or verbal abuse of other employees, students, or members of the public
- Violation of safety rules
- Excessive absence or tardiness
- Violation of the organization's anti-harassment or equal employment opportunity policies
- Interactions with partner organizations, including local, state, or national, that are harmful to the long-term relationship between the school and that organization
- Other similarly serious offense

xvii. Complaint Resolution

In any organization, problems and misunderstandings arise from time to time. If you have a problem, management wants to know about it. We encourage you to discuss and attempt to resolve the issue with your immediate supervisor first. If the issue cannot be resolved with your immediate supervisor, we encourage you to take your problem to the Spokane International Academy leadership team.

Use of this procedure, however, will not delay implementation of any corrective or other employment action by Spokane International Academy. Moreover, Spokane International Academy reserves the right to end the procedure under circumstances it believes are appropriate.

This complaint procedure does not apply to complaints about violations of Spokane International Academy's anti-harassment or equal employment opportunity policies. For those types of complaints, refer to the guidelines and procedures set out in those policies.

xviii. Whistleblower Policy

Washington State's whistleblower law gives every employee the statutory right to report all improper actions of other employees. Spokane International Academy encourages its employees to exercise this right when necessary. "Improper action" means any of the following actions, undertaken by an employee, within the performance of his or her official duties:

- an action that is a violation of any federal, state, or local law or regulation;
- an action that is an abuse of authority;
- an action that is of substantial and specific danger to worker health and safety or to the public health or safety

65

Employees who become aware of an improper action, as defined above, should report it directly to their supervisor or any executive of Spokane International Academy. If requested, the employee shall submit a written report containing the information set forth below. The report should include:

- a detailed description of the improper action(s);
- the name of the employee(s) involved;
- the location where the action(s) occurred;
- when the action(s) occurred;
- any other details that may be important for the investigation – other witnesses, documents, evidence, etc.;
- if known, the specific law or regulation that has been violated; and
- the name, address, and phone number of the reporting employee.

The identity of the reporting employee will be kept confidential to the extent possible under law unless the reporting employee authorizes the disclosure of his or her name.

Employees are prohibited from taking retaliatory action against the employee who has in good faith reported an improper action. "Retaliatory action" means any adverse change in a employee's employment status, or the terms and conditions of employment, including denial of adequate staff to perform duties, frequent staff changes, frequent and undesirable office changes, refusal to assign meaningful work, unwarranted and unsubstantiated letters of reprimand or unsatisfactory performance evaluations, demotion, transfer, reassignment, reduction in pay, denial of promotion, suspension, dismissal, or any other disciplinary action; or hostile actions by another employee towards the reporting employee that were encouraged by a supervisor or senior manager.

Employees who believe that they have been retaliated against for reporting an improper action should provide a written notice of the charge of retaliatory action to the Human Resources department. This written notice should include a description of the specific alleged retaliatory action and a description of the specific relief requested. The notice should be delivered no later than thirty days after the occurrence of the alleged retaliatory action.

xix. Personal Use of Organization Equipment/Tools

Spokane International Academy invests in equipment to help you do your job. You are responsible for any equipment that you use during the course of your job and for any equipment that is issued to you (i.e keys, entry cards, laptops, iPads, etc.). Please take the time to learn how to use this equipment correctly and efficiently. Should you lose or damage such equipment, you will be held personally liable and be subject to corrective action, depending upon the individual circumstance. Should you leave the organization for any reason, you will be required to return any equipment issued to you as well as provide any passwords associated with those devices so they may be used by other staff in the future. Failure to return school property may result in a payroll deduction to compensate the school for the loss. Please refer to the Employee Technology policy.

66

xx. Fee and Cash Collection

Staff members, other than specifically authorized individuals, are permitted to accept cash and/or checks for specific events (such as a field trip), only if following specific money-handling protocol. All school events for which money is collected must be approved by the leadership team. The leadership team will supervise the collection of all fees and staff will be responsible for managing and submitting the receipts to the school office.

==**Staff and students must work with the leadership team prior to any monies being collected.**== Teachers and staff are not permitted to conduct personal sales or fundraising (such as Avon, bath/beauty products, etc.) during or at school. Cash and/or checks should not be stored or locked in staff offices or desks, or removed from school premises.

xxi. DonorsChoose Projects and Resources

SIA encourages teachers to utilize the teacher crowdsourcing website to acquire materials and resources that will enhance the learning experience of students in the classroom. The use of this website does not constitute a desire of SIA to supplant the use of Basic Education Allocation (BEA). All projects posted by teachers are considered "in addition to" basic supplies provided by the school.

Prior to posting a project on DonorsChoose, teachers must get **written permission** from their principal acknowledging their awareness of the project as well as the teacher's understanding that the resources acquired through the project are ultimately the property of SIA, not the teacher's.

DonorsChoose policy states,

- "Unless the project essay clearly indicates that materials are meant to be given to students to use and own, materials are the property of the public school or Head Start center at which the teacher is employed when resources are ordered. The teacher who created the project is the sole steward of the donation while employed at the school, carrying out the project for which the materials were donated."
- If the teacher moves within the school: "Standard project materials should remain at the school and continue to be used by the teacher's current and future students, even if the teacher moves grade levels or subject areas. (This does not apply to consumables or other single-use items.) If the materials are no longer of use to the teacher who requested them, they can be given to another teacher in the school to use with his/her students, and that teacher becomes the steward."
- If the teacher leaves SIA: Standard project materials and teacher-use materials should remain at the teacher's original school if a teacher leaves after receiving the materials, unless both of these criteria are met:

67

- ○ The teacher will continue to teach in an eligible public school and in a position that meets our eligibility criteria.
- ○ The principal gives consent for the teacher to take funded materials to use in his/her new classroom.

C. Use of Electronic Communication Systems

Spokane International Academy maintains and utilizes a number of electronic messaging and communication systems, including voicemail, email, fax, telephones, computers, and Internet and intranet access, in order to conduct organization business. All of the messages and documents that are sent, received, composed, and/or stored on these systems are the property of Spokane International Academy. Employees using organization accounts are acting as representatives of Spokane International Academy, and as such should act in an ethical and lawful manner to avoid damaging the reputation of the organization.

Messages on Spokane International Academy's voicemail, email, and other communication systems are subject to the same policies regarding harassment and discrimination as are any other workplace communications. Offensive, intimidating, harassing, or discriminatory content in such messages will not be tolerated. (See the policies on Equal Employment Opportunity and Harassment Free Workplace found in this handbook.) These communications are also considered public record and will be gathered as such if a public records request is submitted.

This policy exists to protect the rights of both the organization and the employee. Violations of this policy may result in disciplinary action, up to and including termination.

i. Monitoring

Spokane International Academy has the right by law to access or monitor an employee's voice mail and email messages (outgoing and incoming) and other electronic or non-electronic communications at any time. In certain situations, Spokane International Academy may be compelled to access and disclose messages sent or received over its email and/or voice mail systems. Therefore, an employee's outgoing voicemail, email, or other messages must not indicate to the caller that his/her incoming messages will be confidential or private. Employees may not create or change passwords for computers, files, or telephone systems without approval from their supervisors. Any approved password must be given to the supervisor to allow access if needed, but should not be divulged to anyone else.

Other than Spokane International Academy, which has the right by law to access messages or documents at any time, messages in the voice mail, email, or other communication system are to be accessed only by the intended recipient or the creator, or by others at the direct request of the intended recipient or

68

creator. Any attempt by anyone other than the above to access messages or documents on such systems will constitute a serious violation of Spokane International Academy policy.

ii. Security

Files that are downloaded from email or the Internet must be scanned with virus detection software before installation or execution. All other organization security guidelines must be followed as requested.

iii. Personal Use

These systems are for use by employees in conducting Spokane International Academy business. Personal use of voicemail, email, computers, cloud storage, or other electronic communication systems (including, but not limited to, the internet) is prohibited.

- Employee email addresses are only to be used for Spokane International Academy work purposes. Usage of employee email for personal purposes is prohibited.
- Please ensure that personal accounts, such as SIA benefit or other non-work accounts are not attached to employee emails. Employee emails will be deactivated after an employee's last day of work, and access will not be recovered for personal purposes after end of employment.
- No long-distance personal phone calls may be made on organization telephones unless approved by a manager.
- Unauthorized use of the internet includes: posting, downloading or connecting to sites that contain pornographic or violent material; engaging in "hacking" or other unauthorized entry activities; solicitation of non-organization business or other activities for personal gain; and any illegal activity.
- Before posting any information on the Internet, make certain that it reflects the professionalism, standards, and policies of Spokane International Academy. Expressing personal opinions and releasing confidential organization information are prohibited.

iv. Usage of Computer Software

Spokane International Academy prohibits the illegal duplication of software. It is illegal to make or distribute copies of copyrighted material without authorization, unless the copy is made for backup or archival purposes. Any employee engaging in the illegal reproduction of software may be subject to civil damages and criminal penalties, including fines and imprisonment. Any employee learning of any misuse of software or related documentation within Spokane International Academy should notify a manager immediately.

69

v. Personal Websites and Blogging

Personal web sites and web logs (blogs) have become common methods of self-expression in our culture. Spokane International Academy respects the right of employees to use these media during their personal time. If an employee chooses to identify him/herself as a Spokane International Academy employee on a website or blog, he/she must:

- Make it clear to readers that the views expressed are the employee's alone and that they do not necessarily reflect the views of Spokane International Academy.
- Not disclose any information that is confidential or proprietary to Spokane International Academy. Consult the Confidentiality policy for guidance about what constitutes confidential information.
- Uphold Spokane International Academy's values of respect for the individual and the organization by not making defamatory statements about Spokane International Academy or its employees, clients, partners, affiliates, or competitors.
- Confine the posting to his/her own time and not let blogging or web site posting interfere with his/her work performance.

If blogging or website activity compromises the organization in any way, including by causing adverse publicity or embarrassment, Spokane International Academy may request that the employee stop the activity. The employee may be subject to disciplinary action if the activity continues. Please refer to the Social Media section for more information.

70

X. SAFETY AND SECURITY

A. Safety

It is our goal to provide and maintain safe working conditions for all employees, to follow safe operating procedures, and to comply with all safety laws, ordinances and the Spokane International Academy Safety Plan. Please be on guard for any unsafe conditions and report any problems immediately. Prevention is the key, and ordinary common sense is the best approach. Here are some general guidelines that can help ensure a safer workplace:

i. General Safety Guidelines

Watch out for and report conditions that may cause accidents the Director of Facilities, such as:

- Loose or broken tiles, buckled carpets, missing handrails, or slippery surfaces
- Electrical cords in aisles without protective covers
- Overloaded sockets or defective cords
- Stairwells, exits, and doorways blocked with furniture, debris, or boxes

Learn how to operate equipment properly, especially equipment that can hurt you. For example:

- If you use the paper cutter, leave the blade down and locked when you are finished.
- Turn off equipment that is not operating properly, put warning signs on it, and alert the proper person.
- Turn off equipment, including the coffee machine, when you leave at night; remove empty pots from burners.

Develop safe personal habits that will help keep you from getting hurt. For example:

- Always keep all four feet of your chair on the floor.
- Hold handrails when you use the stairs.
- Learn the proper way to lift heavy objects, using your leg muscles, not your back. Maintain an unobstructed view when you carry heavy loads. Ask for help when your load is too heavy.
- Use a ladder or step stool for hard-to-reach objects. Remember, the proper way to use a ladder is to keep one hand free at all times.

Practice common sense and show consideration for others - it could help prevent injury to yourself or your fellow employees. For example:

- Pick up small items off the floor and wipe up spills immediately to prevent slips and falls.
- Balance the load in file cabinets to evenly distribute the weight.

71

- Use handles when you open and shut desk and file drawers. Only open one drawer at a time and be sure to shut desk and file drawers completely.

ii. Employee Responsibilities

To ensure the success of our safety and health program, it is essential that all employees maintain a "safety consciousness." Listed below are some important guidelines to follow:

- Observe all organization safety and health rules and apply the principles of accident prevention to your own daily activities.
- Report all job-related injuries, illnesses or property damage to your supervisor immediately. Employees in need of medical attention are required to seek treatment promptly.
- Report all unsafe conditions to your supervisor.
- Observe all hazard warnings and no smoking signs.
- Keep aisles, walkways and working areas clear of debris.
- Know the location of first aid kits, emergency exits, and evacuation procedures.
- Become familiar with the operation of the fire protection equipment in your area, such as extinguishers and alarm pull stations. Keep all emergency exit doors and stairways clear of obstacles.
- Do not run on organization premises.
- Refrain from fighting, horseplay or distracting fellow employees from their work.
- Follow proper lifting procedures at all times.
- Actively support and participate in the organization's effort to maintain a safe and healthy work environment.
- Observe all requirements of the Drug and Alcohol-Free Workplace policy.

iii. Evacuation Procedures

In case of a fire, fire drill, or natural disaster, employees should exit the building utilizing the nearest exit door leading outside, in proximity to their work area. Spokane International Academy staff will review in-depth protocol for fire drills, bomb threats, soft lockdowns, hard lockdowns, and other safety scenarios during your staff orientation in August.

iv. Accident Reporting and Investigation

In the event that you become injured while at work, please follow the steps outlined below:

- Seek appropriate first aid or medical care. Locate, or have a supervisor or co-worker show you, the first aid kit in your work area. Emergency room care is recommended only if it is a true emergency.

72

- ▪ Notify your supervisor or other trusted staff member
- ▪ Email hr@spokaneintlacademy.org
- ▪ After receipt of the email, Human Resources will provide you with the appropriate employee report of injury forms.
- ▪ The form is also available on the Staff Website
    - ▪ Staff Website > Human Resources > Other Forms > "Injury/Incident Report Forms"
- ▪ It is your responsibility to complete and have your supervisor complete these forms to the best of your ability in order to aid Spokane International Academy in record keeping and accident prevention.
- ▪ If you seek care from a healthcare provider, be sure to indicate that the injury/illness is work-related so that proper paperwork can be completed.

Based on the information collected through this process, school staff will work to correct hazards to prevent future injury, if applicable.

v. Drug and Alcohol-Free Workplace

Spokane International Academy prohibits the manufacture, sale, distribution, purchase, transfer, use, or possession of alcohol or illegal drugs on organization premises or while on Spokane International Academy business. We also prohibit coming to work or operating organization equipment or vehicles under the influence of illegal drugs or alcohol. Your compliance with this policy is important for your own benefit and for the benefit of your co-workers.

If an employee is suspected of reporting to work under the influence of alcohol or illegal drugs, we may recommend that he or she obtain counseling or attend a rehabilitation program. Depending on the circumstances, however, the employee may be subject to corrective action.

Disciplinary action, up to and including termination, will be taken against any employee who violates this policy. Spokane International Academy reserves the right to deal with each case at its own discretion, in accordance with its current policies and practices and the specific circumstances involved. This may include requiring an employee to participate satisfactorily in an approved drug assistance or rehabilitation program

Alcoholic beverages may never be consumed on Spokane International Academy premises, unless provided for in a shared-use agreement of the space.

iii. Smoking

In accordance with Washington State's Clean Indoor Air Act of 2005, smoking is prohibited indoors. If you wish to smoke, you must do it outside, at least 25 feet away from all entrances, exits, windows that

73

open, and ventilation intakes. Your cooperation in observing this policy is requested in order to respect the rights of both smokers and non-smokers.

iv. Workplace Violence

Spokane International Academy does not tolerate any type of workplace violence committed by or against employees. Employees are prohibited from making threats or engaging in violent activities. This includes teasing or making "jokes" about committing any sort of violent act, as well as bringing in material that, even if it is meant to be comic in nature, could be construed as a physical threat to co-workers or superiors. The following list of behaviors, while not exhaustive, contains examples of conduct that is prohibited:

- Causing physical injury to another person
- Making threatening remarks
- Engaging in aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another individual to emotional distress
- Intentionally damaging employer property or the property of another employee
- Possessing a weapon while on organization property or while on organization business
- Committing acts motivated by, or related to, sexual harassment or domestic violence

Any potentially dangerous situations must be reported immediately to a supervisor. Reports can be made anonymously and all reported incidents will be investigated. Reports or incidents warranting confidentiality will be handled appropriately and information will be disclosed to others only on a need-to-know basis. All parties involved in a situation will be counseled and the results of investigations will be discussed with them. Spokane International Academy will actively intervene at any indication of a possibly hostile or violent situation.

Employees are expected to exercise good judgment and to inform the Spokane International Academy leadership team if any employee exhibits behavior that could be a sign of a potentially dangerous situation. Such behavior includes:

- Discussing weapons or bringing them to the workplace
- Displaying overt signs of extreme stress, resentment, hostility, or anger
- Making threatening remarks
- Displaying sudden or significant deterioration of performance
- Displaying irrational or inappropriate behavior

Threats, threatening conduct, or any other acts of aggression or violence in the workplace will not be tolerated. Any employee involved in committing such acts will be subject to disciplinary action, up to and including termination. Non-employees engaged in violent acts on the employer's premises will be reported to the proper authorities and fully prosecuted.

74

x. Weapon Possession

The possession of weapons of any kind is prohibited at the Spokane International Academy facility. Any employee found carrying a weapon on organization premises, including in organization vehicles, will be subject to disciplinary action, up to and including termination.

B. Security

i. Visitors

In order to provide a secure work environment for employees and to minimize any disruption from the performance of your job, please inform other staff of any expected visitor. To ensure the safety and comfort of your guest, please make sure that the individual is appropriately greeted and escorted when visiting our facility.

ii. Keys

Spokane International Academy may issue you keys for accessing the organization's offices and equipment. If you are issued keys, you may be asked to sign an acknowledgement of receipt and familiarize yourself with the guidelines for their use.

The keys are your responsibility, and any organization loss or damage associated with their misuse or loss may be charged to you. If the keys are ever lost or stolen, notify the Director of Facilities as soon as possible. The cost of replacing a key or key card may be charged to you.

75

XI. SEXUAL HARASSMENT

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

i. Definitions

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

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- Quid Pro Quo sexual harassment ("this-for-that");
- sexual demands when submission is a stated or implied condition of obtaining a work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

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

ii. Investigation and Response

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

76

and equitable remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

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

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or 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.

iii. 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. SIA 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.

iv. Staff Responsibilities

Spokane International Academy 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 timelines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator Jackie Pariseau (pariseau@spokaneintlacademy.org). All staff are also responsible for directing complainants to the formal complaint process.

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

77

v. Notice and Training

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

78

XII. EMPLOYMENT DISCRIMINATION COMPLAINTS

State and federal nondiscrimination laws also protect school district employees from discrimination. Employees may file a complaint alleging discrimination in employment with their school district using the same process that is outlined above or file a complaint directly with a state or federal agency listed below.

Please note, with certain exceptions, OSPI will not investigate complaints alleging employment discrimination that may constitute a violation of Title VII of the Civil Rights Act or the Washington Law Against Discrimination. OSPI does not have jurisdiction under these laws and does not provide individual remedies under these laws. Given the role of other state and federal agencies in investigating and resolving employment discrimination complaints, OSPI will not open these complaints for investigation.

For such complaints, OSPI encourages complainants to file their complaint with an appropriate agency that investigates employment discrimination. Information about these complaint options is listed below:

Washington State Human Rights Commission (WSHRC)

> The WSHRC enforces the Washington Law Against Discrimination, chapter 49.60 RCW, which prohibits discrimination in employment and in places of public accommodation, including schools, age, sex, marital status, sexual orientation, gender expression, gender identity, race, creed, color, national origin, honorably discharged veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability. In general, complaints must be filed with WSHRC **within six months** from the date of the alleged discrimination.

- Phone: 1-800-233-3247
- How to file a complaint

U.S. Equal Employment Opportunity Commission (EEOC)

> The EEOC investigates complaints of workplace discrimination based on race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 and older) disability, or genetic information. In general, complaints must be filed with the EEOC **within 180 days (six months)** of the alleged discrimination.

- Phone: 1-800-669-4000
- How to file a charge of discrimination

79

Washington State Department of Labor & Industries (L&I)

L&I investigates complaints against employers (including prospective or former employers) for violations of the Equal Pay and Opportunities Act, which prohibits gender pay discrimination and promotes fairness among workers by addressing business practices that contribute to income disparities between genders. This includes complaints related to equal pay, equal career advancement opportunities, open wage discussions, and retaliation. In general, complaints must be filed **within four years** of the alleged violation of the law. Note: L&I can only address alleged violations that occurred **after June 7, 2018**, which is the effective date of the law, for most of the Equal Pay and Opportunities Act protections.

- Phone: 1-866-219-7321
- How to file a complaint
- Employee Rights to Equal Pay and Opportunities
- Equal Pay and Opportunities Act Poster

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights enforces federal civil rights laws, which prohibit discrimination in public schools on the basis of sex, race, color, national origin, and disability. However, with certain exceptions, OCR refers individual complaints of employment discrimination to the Equal Employment Opportunity Commission. In general, complaints must be filed with OCR **within 180 days (six months)** of the alleged discrimination.

- Phone: 1-800-607-1600
- How to file a complaint

80

XIII. CLOSING COMMENT

This handbook provides you with an overview of the employer-employee relationship. Please keep this handbook in a place that is convenient for you to reach when it becomes necessary, digital or physical. Your handbook is not intended to replace direct, regular communication. We hope that after reading this handbook, you will better understand the work environment and the broad range of benefits offered to you as an employee. All employees are encouraged to talk to the Spokane International Academy leadership team if they have any questions or concerns. Once again, welcome to Spokane International Academy!

81

APPENDIX - COMPENSATION SCHEDULES

Years of Experience/Service Calculations (for Teachers/Instructional Assistants)

Years of experience/service are calculated based on verified, completed hours/FTE(s) at public, private, or charter schools (or universities) in the specific role you are applying for (i.e. a certificate-required teaching position). Spokane International Academy will work with you to send a verification form to any school you have previously worked with to confirm actual employment hours/FTE completed. All FTE verified will be summed and rounded to the nearest whole year for purposes of placement on the compensation schedule.

For example:
You are a new teacher at Spokane International Academy who has worked at other schools in the past. SIA has reached out to your previous employers and verified experience as the following:
.75 FTE teaching at John Public School + .25 FTE teaching at Jane Private School + .55 FTE teaching at Doe Charter School = 1.55 FTE total
This would be rounded up to 2 years of experience and you would begin employment at SIA at 2 Years of Experience on the salary schedule. If your total were 1.45 FTE, it would round down to 1 Year of Experience.

Since partial years are added into the total and rounded, this means that someone starting at SIA after halfway through the year may be on the same "Years of Experience" line on the compensation schedule in their second school year with SIA, due to their actual FTE(s) of work completed at SIA.

For example: You are a new Instructional Assistant with no prior experience as a paraeducator or IA. You begin work on April 1st of SY 23-24 at step 0 on the salary schedule. Since your FTE at completion of the 23-24 school year is less than 0.5 for the 23-24 school year (in other words, you started more than halfway through the school year), your contract for the 24-25 school year will still be at step 0 on the salary schedule.

Please note:

- Teaching experience does not count as Instructional Assistant experience, and vice versa.
- Instructional Assistant experience includes only paraeducator or instructional assistant experience in public/private/charter/college schools.
- All experience and salary decisions are subject to review and change on a per-situation basis.

82

2024-25 Teacher Salary Schedule

Years	BA +0	BA+45	BA+90	MA+0	MA+45	MA+90
0	53,004	55,661	58,321	60,094	63,299	66,503
1	54,000	56,660	59,320	61,092	63,938	67,502
2	55,018	57,665	60,319	62,091	64,936	68,501
3	56,211	58,860	61,539	63,311	66,157	69,721
4	57,433	60,080	62,760	64,532	67,378	70,942
5	58,653	61,301	63,980	65,753	68,598	72,162
6	59,874	62,521	65,201	66,973	69,819	73,383
7	61,094	63,742	66,421	68,194	71,039	74,603
8	62,315	64,962	67,642	69,414	72,260	75,824
9		66,183	68,863	70,635	73,480	77,044
10		67,403	70,185	71,956	74,802	78,774
11		68,624	72,392	74,165	77,010	81,090
12		69,845	74,658	76,429	79,276	83,405
13			76,978	78,750	81,596	85,722
14			79,311	81,083	84,006	88,127
15			81,644	83,415	86,430	90,533
16+			83,976	85,747	88,856	92,946

Masters Degrees

In order to qualify for an increase in pay for a Masters degree the degree must come from an accredited institution recognized by the state of Washington (http://www.k12.wa.us/certification/colleges/default.aspx).

83

Longevity Stipend

Certificated staff qualify for a longevity stipend once they have completed 3 years (3.0 FTE) of employment as a teacher at Spokane International Academy. Eligibility is calculated one time each year on the first day of the school year. This means that employees begin earning the 3+ year stipend at the beginning of their 4th full year of service at Spokane International Academy, and only if they have completed three service years at SIA (i.e. are at 2.5 FTE or more with SIA) before the first day of their 4th year of service, and so on. Stipends will be issued in September and paid out in twelve monthly installments. Teachers who serve multiple years at SIA will earn the following amounts annually-

• 3+ years = $3,000 annual stipend
• 5+ years = $5,000 annual stipend
• 10+ years = $7,000 annual stipend

For example, a certificated staff member who has completed 3 years of service with SIA (has 3.0 FTE of experience with SIA) as of the first day of the school year will earn the $3,000 stipend in that school year (their 4th year of service at SIA), paid out in 12 monthly installments.

Longevity stipends are adjusted based on contract FTE. For example, a previously full time (1.0 FTE) teacher has completed 3 years of full-time work at SIA. If the teacher works half-time (0.5 FTE) in their 4th year of service at SIA, they would receive a stipend of $1,500 (3,000 * 0.5) during their 4th year of service at SIA.

Years (FTE) towards qualification for the longevity stipend do not need to be consecutive, meaning employees that leave and return to SIA may still be eligible for the stipend.

2024-25 Instructional Assistant

Years of Service	No Teaching Cert.	*Teaching Cert.
0	$18.77/hr	$21.42/hr
1	$19.28/hr	$21.42/hr
2	$19.80/hr	$21.42/hr
3	$20.33/hr	$21.42/hr
4	$20.88/hr	$21.42/hr
5	$21.42/hr	$21.42/hr

84

Rationale for the above salary schedule

The salary schedule for Spokane International Academy was modeled to be competitive with what paraeducators of similar years and type of experience might make at a local neighborhood district. The table ends at 5 years of service in alignment with our Instructional Assistant program description that states that IAs have 5 years to complete a teacher prep program in order to be hired internally or to seek employment elsewhere.

Pay for someone with a teaching certificate is based on the rate of pay they would receive as a substitute in our building. These employees are often called upon to sub and we want to ensure they are compensated for the experience they bring to our organization. *In order to qualify for this position, the certificate needs to be a full, current, and non-emergency teaching certificate issued by the state of Washington. Teaching certificates will be verified by Human Resources staff utilizing e-cert on OSPI's e-cert system.*

As noted above:

- Teaching experience does not count as Instructional Assistant experience, and vice versa.
- Instructional Assistant experience includes only paraeducator or instructional assistant experience in public/private/charter/college schools.

2024-25 Data Coordinator

Years of Service	
0	$21.10/hr
1	$21.50/hr
2	$21.90/hr
3	$22.30/hr
4	$22.72/hr
5	$23.16/hr

85

2024-25 Operations Assistant

Years of Service	
0	$18.39/hr
1	$18.75/hr
2	$19.09/hr
3	$19.45/hr
4	$19.81/hr
5	$20.19/hr

2024-25 Kitchen Manager

Years of Service	
0	$21.06/hr
1	$21.46/hr
2	$21.86/hr
3	$22.26/hr
4	$22.68/hr
5	$23.12/hr

86

2024-25 Kitchen Assistant

Years of Service	
0	$17.76/hr
1	$18.09/hr
2	$18.43/hr
3	$18.78/hr
4	$19.13/hr
5	$19.48/hr

2024-25 Custodian

Years of Service	
0	$18.82/hr
1	$19.29/hr
2	$19.83/hr
3	$20.39/hr
4	$20.96/hr
5	$21.55/hr

2024-25 Stipends/Clubs - TBD

Club	
Yearbook	$2,500
Robotics	$3,000
ASB Advisor	$1500
Student Council- Primary	$1500

87

. . .	
...	

88

Coversheet

Strategic Planning

Section: VI. Head of School Updates
Item: B. Strategic Planning
Purpose: Discuss
Submitted by:
Related Material: _SIA Strategic Plan FINAL 6_2023.pdf

Spokane International Academy Strategic Plan

2023-2028

WHITWORTH UNIVERSITY

University Community Partnership with
Graduate Studies in Education
Administrative and Nonprofit Leadership

1

VISION

SIA students are positive transformative leaders empowered to serve a diverse world.

MISSION

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 our communities.

January 2023	February 2023	March 2023	April 2023	May 2023	June 2023
	Revisions done prior to meeting. Plan for for Whole Staff	Whole Staff Review	Revise and update draft	Pre Submit Plan to board of Directors/ Admin team for Approval Heavy Revisions	Final revisions and adoption process Fall 2023 Plan release and celebration Committee revisions for future years of plan implementation

2

CONTENTS:

Goal 1: Academic Excellence
- Objective A: K-12 Academics
- Objective B: High school and college readiness
- Objective C: Vertical Alignment of Curriculum
- Objective D: Coordinated support services and access

Goal 2: Operational Sustainability
- Objective A: Emergent Facility Needs
- Objective B: Financial Health
- Objective C: Commitment to Fundraising
- Objective D: Financial Advocacy

Goal 3: Building Staff Capacity
- Objective A: Training and Maintaining Staff
- Objective B: Professional Development
- Objective C: Supportive Culture
- Objective D: Communication
- Objective E: Cultural Competence

Goal 4: Community Transformation
- Objective A: Social and Emotional Competence
- Objective B: Community Engagement
- Objective C: Global Citizenship
- Objective D: Community Leadership
- Objective E: Data Driven Decision- Making

3

Goal 1: Academic Excellence

Objective A: K-12 Academics. **SIA students surpass regional and state academic performance indicators**

Strategy 1: Improve student achievement in literacy.

- **Implement a Comprehensive Literacy Framework:** Implement a comprehensive literacy framework. This framework should provide a structured approach to teaching literacy skills, encompassing reading, writing, speaking, and listening. Focus internationally on evidence-based practices and research, taking into account the developmental needs of students at different grade levels. It should also include strategies to differentiate instruction to meet the diverse needs of students, including those with special educational needs and English language learners.
- **Foster a Culture of Reading:** Create opportunities for students to engage with a wide range of texts. For example, establishing a school-wide reading challenge or book club, organizing author visits or book fairs, and creating inviting and well-stocked classroom and school libraries. Encouraging teachers to model their own love for reading and providing professional development on effective literacy instructional strategies can also contribute to building a culture of reading. Currently, SIA has an allotted space for a library, and has fundraised and received grant money that totals over $20,000 to purchase materials, furniture, and books for the library space.
- **Integrate Technology into Literacy Instruction:** Provide access to digital reading resources, such as e-books and online databases, and using educational apps and platforms that support literacy development. Teachers can be trained on how to leverage technology tools to deliver interactive lessons, provide immediate feedback, and track students' progress in literacy skills. Additionally, promoting digital citizenship and teaching students how to critically evaluate online information are important components of integrating technology into literacy instruction.

Strategy 2: Improve student achievement in Mathematics.

- **Enhance Curriculum and Instruction**: Ensure that the curriculum is aligned with relevant educational standards, that students are learning the necessary skills and knowledge at each grade level, and that departments are regularly reviewing and engage in curriculum adoption (when applicable) to reflect the most current standards in the subject areas
- **Differentiate instruction to meet diverse student needs:** Provide regular professional development and resources to teachers to enable them to differentiate their instruction based on students' abilities, interests, and learning styles. Implement various instructional

4

strategies, flexible grouping, and offer personalized learning opportunities (intervention and extension) that ensure all students are appropriately challenged and supported.
- **Implement ongoing assessment and data-driven instruction:** Implement regular formative and summative assessments can help gather data on student progress and identify areas for improvement. Teachers can use this data to adjust instruction, provide timely feedback, and personalize learning experiences for students. Additionally, providing teachers with professional development on data analysis and interpretation can support data-driven decision-making to improve curriculum and instruction.

Objective B: K-12 Academics-SIA students are prepared for success in High School, College & Careers

Strategy 1: SIA students will have exposure to comprehensive College and Career Readiness Programs   .
- Provide a sequence of college and career activities specifically catered to broadening a student's understanding of their options. These activities include: the development of an internship program for high school students, with required hours, career exploration, guidance counseling, college application assistance, financial aid, college visits (to all of the local schools by the 10th grade year), and access to Running Start and/ or Skills Center.

Strategy 2: SIA establishes collaborative partnerships with higher education institutions and industry.
- SIA will collaborate with higher education institutions to provide dual enrollment programs, college-level courses (College in the high school), and access to campus facilities. Additionally, partnering with local businesses and industries can offer internships, mentorship programs, and career fairs, allowing students to gain practical experience and exposure to various career options.

Strategy 3: SIA provides intentional support for First Generation College Students.
- Establish a mentorship program tailored to support first-generation students throughout their academic journey. This program can pair first-generation students with successful high school students, college students, or professionals who have also been first-generation students. Mentors can provide guidance, advice, and support to help first-generation students navigate the challenges they may face in high school, college applications, and career planning. Regular meetings, workshops, and networking events can be organized to facilitate meaningful connections and provide valuable resources to ensure their success.

5

Objective C: K-12 Academics-SIA staff will align assessed curriculum across the elementary, middle and high school to create consistency, common language, and standards for all students as they move from one grade to another.

Strategy 1: SIA will engage in a process of vertical team collaboration.
- Collaboration involves bringing together teachers from different grade levels (elementary, middle, and high school) who teach the same subject area or related subjects. These teams collaborate to discuss and align the curriculum, including the essential content, skills, and state standards that need to be taught and assessed at each grade level. They work together to identify the learning progressions and ensure that there is a smooth transition from one grade to another. By sharing expertise, resources, and best practices, vertical team collaboration helps create consistency, common language, procedures, and ensure common core standards are taught for students across all grade levels.

Strategy 2: SIA teachers will engage in a regular process of curriculum mapping.
- Curriculum mapping is a process that involves documenting the scope and sequence of the curriculum across different grade levels. It provides a visual representation of what will be taught and assessed at each grade level, allowing staff to see the progression of content and skills over time. By mapping out the curriculum, we can identify any gaps or redundancies in the assessed curriculum and make necessary adjustments to ensure coherence and consistency. Curriculum mapping also facilitates communication and collaboration among teachers, as they can easily see how their instruction fits into the broader scope of the curriculum and make informed decisions about what should be emphasized at each grade level.

Objective D: Academics K-12- SIA students have coordinated support services (IEPs, 504s, MLL) that help them access their individual academic needs.

Strategy 1:SIA teachers engage in regular Progress Monitoring and Data Analysis.
- Regular progress monitoring and data analysis to evaluate the effectiveness of support services and make data-informed decisions. This strategy involves setting clear academic goals and objectives for each student, utilizing a variety of assessment tools, and collecting data on their progress over time. Educators and support staff should regularly review and analyze this data to identify areas of improvement, adjust support strategies if necessary, and ensure that students are making progress towards their academic goals. SIA should also provide mechanisms for sharing this data with parents and involve them in the progress monitoring process, encouraging their active participation and

6

collaboration. In looking at our current data we are refining our tiered systems for behavior management, and making a vested interest through training, time and resources into PBIS (Positive Behavior Interventions and Supports).

Strategy 2: SIA teachers have access to professional development and training to ensure teacher's knowledge of best practices.
- The school district should invest in comprehensive professional development and training programs for educators and support staff. These programs should focus on building their understanding and skills in implementing and supporting students with IEPs, 504s, and MLLs. By equipping educators with knowledge about different learning styles, instructional strategies, and accommodation techniques, the district can ensure that students receive appropriate support services that address their individual academic needs. Ongoing training and professional development should be provided to keep educators updated with best practices and emerging research in the field of special education and language support.

Goal 2: Operational Sustainability

Objective A: Operations-SIA has facilities that meet the current and emergent needs of our students.

Strategy 1: SIA regularly assesses the condition of and makes improvements to the existing facility.
- Conduct a comprehensive facilities assessment: Begin by conducting a thorough evaluation of the current facilities, including classrooms, laboratories, libraries, recreational spaces, and administrative areas. This assessment should identify any shortcomings, safety concerns, or areas that require improvement to meet the evolving needs of students.
- Develop a prioritized improvement plan: Based on the findings of the facilities assessment, create a prioritized plan to address the identified needs. This plan should outline specific actions, timelines, and budgetary requirements for each improvement project. Prioritize projects based on their impact on student learning, safety, and well-being.
- Seek external funding sources: Explore various funding options such as government grants, private partnerships, and community fundraising initiatives to secure financial resources for facility improvements. Collaborate with the school board, community organizations, and local businesses to garner support for enhancing the school's infrastructure.

7

- Implement facility upgrades and renovations: Execute the improvement plan by coordinating with construction and renovation teams. Ensure effective project management, adherence to safety regulations, and minimal disruption to the educational environment. Regularly communicate progress to staff, students, and parents to maintain transparency and manage expectations.
- Monitor and evaluate improvements: Continuously monitor and evaluate the impact of facility upgrades on student outcomes and overall satisfaction. Collect feedback from students, teachers, and staff to identify any additional needs or areas for further improvement. Adjust future plans based on this feedback to ensure ongoing enhancement of facilities.
- Two major facilities projects include the Grant funded school Garden space and the library, both slated for major completion in the 23-24 school year, with minor additions in the years beyond.

Strategy 2: SIA Operations future-proofs the facility to stay on par with educational changes and trends.
- Conduct research on emerging educational trends: Stay informed about the latest trends and advancements in K-12 education, particularly in terms of instructional methods, technological integration, and student engagement. This research will help identify how facility design can support these emerging needs.
- Create flexible and adaptable spaces: Design and renovate spaces within the school to be flexible and adaptable, allowing for easy reconfiguration and customization. Consider implementing modular furniture, movable walls, and multipurpose rooms to accommodate changing teaching and learning approaches. This flexibility will ensure the facilities can easily adapt to future educational requirements.
- Integrate technology infrastructure: Collaborate with IT experts to ensure that the school's facilities have a robust and scalable technology infrastructure. This includes high-speed internet access, Wi-Fi coverage, smart classroom setups, interactive displays, and other technology tools that support innovative teaching and learning practices.
- Foster collaboration and innovation hubs: Create designated spaces within the school that promote collaboration, creativity, and innovation. These areas can include maker spaces, STEM labs,multimedia studios, and project-based learning environments. Such spaces encourage students to explore, experiment, and engage in hands-on learning experiences.

Objective B: Financial health- SIA raises and stewards resources in a manner that is sustainable and mission aligned.

Strategy 1: SIA Diversifies Revenue Streams.
- To ensure sustainable and mission-aligned resource stewardship, it is important for the school to diversify its revenue streams. By expanding beyond traditional funding sources,

8

the school can reduce its dependence on a single funding channel and create a more stable financial foundation.

- Establish a Development Office: Create a dedicated Development Office within the school to focus on fundraising and resource development. Hire a skilled development professional who can spearhead efforts to diversify revenue streams and build relationships with potential donors
- Develop Corporate and Community Partnerships: Forge strategic partnerships with local businesses, corporations, and community organizations. Explore opportunities for sponsorships, grants, and in-kind donations. Engage in joint initiatives that align with the school's mission and create mutually beneficial outcomes. Create a menu of support opportunities to generate
- Pursue Grant Opportunities: Identify and pursue grant opportunities from private foundations, government agencies, and educational organizations. Research and understand the requirements of various grants, and develop compelling proposals that align with the school's mission and strategic goals.

Strategy 2: SIA Implements Sustainable Financial Practices
In addition to diversifying revenue streams, implementing sustainable financial practices is crucial for the long-term success of the school. This strategy focuses on maximizing the efficiency of resource allocation and establishing sound financial management practices.

- Budgeting and Financial Planning: Develop a comprehensive annual budget that aligns with the school's strategic priorities and objectives. Ensure that all revenue and expenditure items are accounted for accurately and transparently. Regularly review and update the budget to reflect changing needs and priorities.
- Implement Cost Management Strategies: Conduct regular assessments of expenditures and identify areas where cost-saving measures can be implemented without compromising the quality of education. Explore opportunities for bulk purchasing, energy efficiency improvements, and shared services with other educational institutions or organizations.
- Monitor and Evaluate Financial Performance: Establish key performance indicators (KPIs) related to financial performance and regularly monitor and evaluate them. This includes tracking revenue generation, budget adherence, and the effectiveness of resource allocation. Use data analytics to identify trends, inefficiencies, and areas for improvement.
- Develop Long-Term Financial Sustainability Plans: Create a long-term financial sustainability plan that outlines strategies for maintaining financial stability and growth. This plan should include provisions for building reserves, establishing endowment funds, and ensuring a balance between short-term needs and long-term goals.

9

Strategy 3: SIA Implements a comprehensive fundraising plan that focuses on diversifying revenue streams, cultivating donor relationships, and promoting long-term sustainability.

- Diversify funding Sources: Identify and pursue various funding sources, such as grants, corporate sponsorships, individual donations, and community partnerships.Identify and pursue various funding sources, such as grants, corporate sponsorships, individual donations, and community partnerships.Establish relationships with local businesses, foundations, and philanthropic organizations to explore potential funding opportunities. Develop a comprehensive fundraising plan that includes strategies for both short-term and long-term funding needs.

- Cultivate Donor Relationships: Create a donor cultivation and stewardship program to build strong relationships with existing and potential donors. Regularly communicate with donors through personalized thank-you letters, newsletters, and updates on the school's progress and achievements. Organize donor appreciation events and recognition programs to express gratitude for their contributions.

- Implement Effective Fundraising Campaigns: Conduct targeted fundraising campaigns aligned with the school's mission and values. Leverage various fundraising channels, including online platforms, social media, direct mail, and community events, to maximize outreach and engagement. Collaborate with staff, parents, and students to create compelling fundraising messages and initiatives that resonate with potential donors.

- Create a Sustainable Giving Program: Develop a sustainable giving program that encourages recurring donations from supporters.Establish a structured system for recurring giving, such as monthly or annual contributions, to ensure a consistent and predictable revenue stream.Provide incentives for sustained giving, such as recognition programs, exclusive events, or access to special resources.

- Build Strategic Partnerships: Identify strategic partnerships with businesses, organizations, and individuals that align with the school's mission and values.Explore opportunities for mutually beneficial collaborations, such as co-hosting events, sponsorship opportunities, or joint fundraising efforts. Leverage the expertise and networks of strategic partners to enhance fundraising efforts and expand the school's reach.

- Monitor and Evaluate Fundraising Efforts: Establish clear metrics and key performance indicators (KPIs) to measure the effectiveness of fundraising activities. Regularly review and analyze fundraising data to identify trends, areas for improvement, and opportunities for growth. Adjust fundraising strategies based on the insights gained from monitoring and evaluation, ensuring continuous improvement and sustainability.

10

- Invest in Donor Database Management: Implement a robust donor management system to efficiently track and maintain donor information, contributions, and communication history.Regularly update the donor database to ensure accurate and up-to-date records.Utilize the donor database to segment donors based on their interests, giving history, and potential for further engagement, allowing for more personalized communication and targeted fundraising efforts.

Objective C: Financial health- SIA consistently engages the school and larger community with information about fundraising efforts and legislative priorities related to finances.

Strategy 1: Lean on our family community more consistently for fundraising for clubs (extra-curricular) and trips (Nature Bridge) throughout the year. Fundraising efforts include Read-A-thons, Text-to-Give, Car Washes, and sales of SIA swag.

Strategy 2: Engage families with WA-Charters Advocacy groups to educate about Charter school funding in Washington State. Gauge awareness of stakeholders surrounding challenges facing charter schools and current relevant legislative priorities.Collaborate with other charters in the area to have a "state of charter schools address" where stakeholders (students, parents, teachers, community members) can receive information and updates on legislative priorities and public awareness building, and lobbying opportunities in the coming year. Send a delegation of students to Olympia every year to give testimony of their charter school experience, with an emphasis on lobbying for increased funding.

Goal 3: Building Staff Capacity

Objective A: Staff Capacity- SIA will invest in training and maintaining a quality staff team.

Strategy 1:SIA Retains Highly Qualified Staff

- Develop and implement comprehensive staff retention strategies that address the unique needs and challenges of the school (ex. Daycare options for employees, employee preference in the enrollment lottery, professional development opportunities, mission alignment, and travel opportunities.)

- SIA administration will conduct regular staff satisfaction surveys to gauge job satisfaction, identify areas for improvement, and address any concerns.
- Establish a comprehensive mentoring program to provide ongoing support and professional development opportunities for both new and existing staff members.

- Offer competitive compensation and benefits packages to attract and retain talented educators. Provide opportunities for career advancement and growth within the

11

organization, such as leadership development programs.

Objective B: Staff Capacity- SIA will provide continuous professional development

Strategy 2: SIA Provides Continuous Professional Development

● Design and deliver a robust professional development program that aligns with the school's mission, vision, and instructional goals. Professional development should offer a variety of opportunities for teachers to demonstrate, including workshops, seminars, conferences, and online courses.Collaborate with external partners, such as universities, educational organizations, and industry experts, to provide specialized training and expertise to staff members.Establish a culture of ongoing learning and reflection by encouraging staff to engage in self-directed professional development activities such as book studies and professional growth plans.

Objective C: Staff Capacity-Foster a Positive and Supportive Staffing Culture

Strategy 1: SIA develop a comprehensive onboarding program for new staff members that includes orientation, mentorship, and support.

● Continue to use a performance based evaluation system (currently using Danielson) that provides constructive feedback and recognizes outstanding contributions. Implement a performance evaluation system that provides constructive feedback and recognizes outstanding contributions. Foster a collaborative and inclusive environment that encourages teamwork, communication, and shared decision-making.Celebrate staff achievements and milestones to boost morale and create a sense of pride in the school community. Promote a healthy work-life balance by implementing policies and practices that prioritize staff well-being and stress management.

Objective D: Staff Capacity- SIA Enhances Positive Communication and Collaboration Among Staff

Strategy 1: SIA foster opportunities for collaboration and interdisciplinary teamwork through professional learning communities and cross-curricular projects. Establish regular feedback mechanisms: distributive leadership team, regular staff surveys at agreed upon intervals, maintenance of weekly team meetings to gather input and address staff concerns promptly. Continue to foster opportunities for collaboration and interdisciplinary teamwork through professional learning communities and cross-curricular projects.

● Find opportunities to consistently and publicly celebrate SIA staff. Tell their stories through parent communication, social media, newsletters, and in conversation with those in positions of leadership.

Objective E: Staff Capacity- SIA Attracts and Retains Culturally Comptent Employees

Strategy 1: SIA engages in Recruitment and Hiring Initiatives:
● Establish partnerships and networks: Forge connections with diverse organizations, colleges, and universities that have programs focused on education, cultural competence,

12

and diversity. Collaborate with these institutions to create pipelines for diverse candidates to apply for teaching and administrative positions.

- Implicit bias training: Implement implicit bias training for all individuals involved in the recruitment and hiring process. This training will help ensure that selection committees and interviewers are aware of their biases and can make objective decisions based on the candidates' qualifications and potential.
- Mentorship and support programs: Establish mentorship programs for new hires, particularly those from underrepresented backgrounds, to provide guidance, support, and professional development opportunities. This will help employees feel valued and supported in their roles, leading to increased job satisfaction and retention.
- Create affinity groups and support networks: Facilitate the formation of affinity groups within the school community, where employees from similar cultural backgrounds or identities can connect, share experiences, and provide support to one another.

Strategy 2: SIA Assesses cultural competence needs

- Conduct a comprehensive assessment to identify the cultural competence gaps among the current staff. This can be done through surveys, focus groups, or individual interviews. Use this information to determine the areas of professional development and training that would be most beneficial.
- Provide cultural competency training: Offer ongoing professional development sessions, workshops, and training programs that focus on cultural competence, diversity, and inclusion. Collaborate with external experts, diversity consultants, or organizations specializing in cultural competency to deliver these training sessions effectively
- Encourage diverse perspectives and dialogue: Foster an inclusive and respectful environment where staff members are encouraged to share their experiences and perspectives openly. Implement regular staff meetings or workshops dedicated to discussing cultural competency topics and encouraging dialogue among employees.
- Celebrate diversity and cultural events: Organize events and celebrations beyond International Night that showcase the diverse cultures represented within the school community. This could include cultural fairs, guest speakers, performances, or workshops on different cultural traditions. Encourage staff members to actively participate and share their cultural background.
- Provide resources and support: Ensure that employees have access to resources such as books, articles, online courses, and videos that promote cultural competence and understanding. Create a support system where employees can seek guidance and ask questions related to cultural competence in a safe and non-judgmental environment.

Goal 4: Community Transformation

Objective A: Transformation- SIA increase social emotional competence and builds students' habits of mind.

Strategy 1: SIA Implements a comprehensive Social-Emotional Learning (SEL) Program: Character Strong is the chosen program for SEL, providing explicit instruction and guidance on developing skills such as self-awareness, self-management, social awareness, relationship building, and responsible decision-making. This assists students with learning to recognize and regulate their emotions, empathize with others, and

13

develop positive relationships, which in turn enhance their overall social-emotional competence.

Strategy 2: SIA fosters a Positive and Inclusive School Climate: Creating a positive and inclusive school climate is crucial for building students' habits of mind and social-emotional competence. SIA prioritizes the development of a safe, respectful, and supportive environment where students feel valued and accepted through the discussion of our community REACH values. In daily morning meetings, and with frequent lessons from responsive school counseling staff and teachers, this is achieved through various strategies, such as promoting kindness and empathy, addressing bullying and discrimination, and encouraging collaboration and teamwork.

Strategy 3: SIA Provides Opportunities for Reflection and Mindfulness: Incorporate reflection and mindfulness practices into student's daily routines. By encouraging students to reflect on their experiences, thoughts, and emotions, they can develop a deeper understanding of themselves and their interactions with others. Additionally, teaching mindfulness techniques, such as breathing exercises and meditation, can help students cultivate self-awareness, improve their focus and attention, and manage stress and anxiety.

Strategy 4: SIA Provides professional development for staff on SEL related topics and best practices in instruction.
- Conduct a needs-assessment through surveys, interviews, focus groups, and student data around discipline, attendance and academics.
- Establish clear goals and objectives: Based on the needs assessment, identify specific goals and objectives for professional development in SEL and instructional best practices. Ensure that goals are aligned with the overall mission and vision of the organization.
- Develop a comprehensive training program: Design a structured and comprehensive training program that covers various aspects of SEL and instructional best practices. Roll out SEL supports during Fall staff training, and then re-visit concepts at regular intervals throughout the school year.
- Utilize a variety of professional development formats: Use a combination of formats to deliver professional development, including workshops, webinars, conferences, and online courses. This allows for flexibility and accommodates different learning styles and preferences.
- Encourage peer learning and collaboration: Create opportunities for staff to engage in peer learning and collaboration. This can include establishing learning communities, facilitating collaborative planning sessions, and encouraging the sharing of best practices and resources among staff members.

14

- Provide resources and materials: Ensure that staff have access to relevant resources and materials to support their professional development. This can include books, articles, research papers, online resources, and instructional materials that align with SEL and instructional best practices. Use the feedback and data collected to make necessary adjustments and improvements to the program.
- Evaluate and assess the impact: Regularly evaluate and assess the impact of the professional development efforts.

Objective B: Transformation- SIA will actively engage and connect with our parent community.

Strategy 1: SIA Establishes Effective Communication Channels: One of the key strategies for actively engaging and connecting with the parent community is to establish effective communication channels. This includes utilizing various mediums such as a weekly newsletters, Bloomz, emails, social media platforms, and the school's website to regularly share updates, important information, and upcoming events. It is crucial to ensure that these channels are easily accessible, user-friendly, and provide a two-way communication avenue for parents to ask questions, provide feedback, and engage in discussion. Highlight and emphasize participation in family conferences twice per year. Use these conferences as an opportunity to both engage with families and inform them about student progress.

Strategy 2: SIA hosts regular parent workshops and events: These workshops can focus on topics such as parenting skills, child development, academic support, and building a positive home-school partnership. Engage the CAT (Community Action Team) parent group to assist with hosting events like family fun days, cultural celebrations, and parent-teacher meet and greets. These events foster a sense of community, strengthen relationships, and provide a platform for open dialogue.

Strategy 3: SIA Establishes Comprehensive Parent Volunteer Programs: By involving parents in school activities, committees, and special projects, the school can tap into their skills, expertise, and interests. This not only provides an opportunity for parents to contribute to their child's education but also strengthens their connection with the school. Parent volunteers can assist in various areas such as organizing fundraisers, chaperoning field trips, participating in school improvement initiatives, classroom learning, and supporting extracurricular activities. The school should ensure that these volunteer opportunities are well-communicated, flexible, and inclusive, considering the diverse needs and schedules.

15

Objective C: Transformation- SIA prepares students for global citizenship.

Strategy 1: SIA provides Global Education Integration
- Continue in the process of refining and developing a curriculum that emphasizes global perspectives, cultural diversity, and global issues across various subject areas. This will include incorporating global literature, history, geography, and current events into the curriculum to enhance students' understanding of the world and different cultures. Refined schoolwide common definition of Global competency, re-visit sge appropriate standards that each grade needs to teach/achieve. Provide recommendations on sequencing and pacing of skills. Provide regular meeting times monthly for a grade or subject level team to work on global competency goals and curriculum. Provide curriculum resources and idea binders for new teachers
- Promote language acquisition: Offer Spanish language courses that provide students with the opportunity to learn and communicate in languages other than English. Expand to other languages- French, German and/ or Mandarin over time. This will enable students to engage with diverse communities and understand different perspectives, fostering cross-cultural communication and global collaboration.
- Facilitate international partnerships and exchanges: Establish partnerships with schools or educational institutions in other countries to promote student exchanges, virtual collaborations, and cultural immersion experiences. Through these partnerships, students will have the opportunity to interact with peers from different backgrounds, share knowledge, and gain a deeper understanding of global issues. Cultural immersion experiences will happen as a capstone for 8th grade students, but also open opportunities for all high school students.

Strategy 2: SIA provides Global Awareness and Engagement
- Foster a global mindset: Implement initiatives that encourage students to develop a global mindset, including promoting empathy, respect, and appreciation for cultural diversity. This can be achieved through activities such as multicultural celebrations, guest speakers, and participation in global events and conferences.
- Engage in service learning projects: Encourage students to actively participate in service learning projects that address global challenges, such as poverty, climate change, or access to education. By engaging in hands-on experiences, students will develop a sense of responsibility and the skills necessary to contribute positively to their communities and the world. (ex. Model UN or 8th grade Community Projects). SIA students in 5th grade and higher have a required 20 hour per year community service requirement.
- Leverage technology for global connections: Utilize technology tools and platforms to connect students with peers from around the world, enabling them to collaborate on

16

projects, share ideas, and learn from different perspectives. This can include virtual exchange programs, video conferences, and online forums dedicated to global issues.

Strategy 3: SIA provides Cross-Curricular Integration

- Integrate global perspectives into all subjects: Encourage teachers to incorporate global themes and perspectives into their lesson plans across various subjects. For example, in science classes, students can explore global environmental challenges, while in social studies classes, they can examine the historical and cultural aspects of different regions.

- Develop interdisciplinary projects: Design interdisciplinary projects that require students to apply knowledge and skills from multiple subjects to solve global problems. This will encourage critical thinking, collaboration, and creativity while fostering an understanding of the interconnectedness of global issues.

- Provide professional development opportunities for teachers: Offer professional development programs and workshops for teachers (ex. World Relied Simulations) to enhance their knowledge and skills in global education. This will enable them to effectively integrate global perspectives into their teaching and create meaningful learning experiences for students.

Objective D: SIA Empowers students to be leaders in their communities and in the world.

Strategy 1: SIA provides Practical Leadership Opportunities within the school community. Through groups like ASB, Student Council and Ambassadors, allow students to re-envision policies, and provide feedback around major initiatives and school processes. Every grade has a developed community service project (ex. 1st and 3rd Grade= Socktober. 2nd Grade= Cereal Box Collection). Allow for tiered community service requirement according to grade band

- PK-2 - Classroom Community
  - opportunities given in their school community
  - Plant flowers and deliver to residents in apartments
- 3-5 - School Community and neighborhood
  - Community garden for students and immediate neighbors
  - Green neutral zone between school and the apartments that serves both
  - Pick up litter around community
- 6-8, City Community
  - 8th grade project
    - Set aside time during homeroom classes for students to complete these
  - student led conferences
    - create a template for Student Led Conferences (SLCs)

17

- ○ Create outline student led conferences (portfolio)
  - ■ create a template for SLCs
  - ■ Create criteria for senior project
  - ■ Set aside time during homeroom classes for students to complete these
  - ■ Intentional modeling to show habits of mind
- 9-12 - Global Community
  - ○ Immersive travel requirement
  - ○ Senior project to include internships and job training at local agencies
  - ○ Partnerships with key nonprofits

Objective E: SIA uses data-driven decision-making for future planning.

- Data Collection and Analysis: Establish a robust data collection system to gather relevant information about the region's educational landscape, student performance, enrollment trends, and community needs. Utilize this data to identify potential areas for growth and expansion
- Board-Task Force Collaboration: Foster a close collaboration between the SIA board and a task force dedicated to growth and expansion. The task force should include board members, educational experts, and data analysts to ensure alignment between board priorities and the strategic planning process.
- Strategic Planning Retreats: Organize strategic planning retreats involving board members, task force members, and key stakeholders from the target region. These retreats should focus on analyzing data, setting growth goals, and developing strategies to achieve them while keeping the board priorities in mind.
- Resource Allocation: Allocate resources strategically to support the growth and expansion efforts in the target region. This may involve budget adjustments, securing additional funding, or reallocating existing resources to areas of highest impact based on data analysis and strategic planning outcomes.
- Monitoring and Evaluation: Implement a comprehensive monitoring and evaluation system to track the progress of the regional model's implementation and assess its impact on student outcomes, community engagement, and overall growth. Regularly report these findings to the board and task force to inform decision making and ensure ongoing alignment with board priorities
- Continuous Improvement: Encourage a culture of continuous improvement by using the data collected and evaluation results to identify areas of success and areas needing refinement. Regularly review and update the regional model and strategies based on feedback, best practices, and emerging trends in charter school operations to optimize growth and alignment with the board's priorities.

18

Research NOTES & Resources
Academics

- High school and college readiness
  - Students can complete the ACT exam for competency in English, Math, Reading, & Science (writing is optional) Prep books and study materials are available. Test fee waivers are available to students in need. Ideally, Juniors will take the exam in the Spring and then again during the Fall of their Senior year.
  - https://www.act.org/content/act/en/research.html
  - College and Career Readiness can be incorporated into High School curriculum using templates and models from OSPI. This program has approximately 30 lessons per grade level and focuses education on social-emotional learning, financial literacy, and career exploration. This could be offered as an after-school program or summer school activity between grades. This program is aimed at students in grades 6-12.
  - https://www.k12.wa.us/student-success/graduation/graduation-requirements/high-school-beyond-plan/career-and-college-readiness
  - Create an Advanced Via Individual Determination) AVID program: AVID focuses on closing the opportunity gap by preparing all students for college readiness and success in a global society (closely matches SIA's mission) Partnership includes professional development, resources, classroom activities and lesson plans, and on-going support. AVID is created for all grade levels and can begin with just a small group of students while the program expands and develops.
  - https://collegespark.org/grantee-results/college-readiness-initiative/
  - https://www.avid.org/

Free Resources:

- https://www.edutopia.org/article/college-readiness-preparation-downloads-resources
- https://everfi.com/k-12/college-and-career-readiness/
- https://www.pta.org/home/family-resources/college-and-career-readiness/college-resources
- https://www.commonsense.org/education/top-picks/career-and-college-prep-apps-and-websites

19

Vocational Resources:

- https://www.worksourcewa.com/Resources/TrainingPrograms.aspx
- https://www.teacherspayteachers.com/Browse/price-range/free/Format/All-Google/PreK-12-Subject-Area/Vocational-Education
- https://www.nocti.org/credentials/?utm_source=google&utm_medium=ppc&utm_campaign=digital-outbound&content=responsive&gclid=EAIaIQobChMIoIutwvu29gIVJj2tBh3ZEQW5EAMYAyAAEgIWP_D_BwE

Community awareness and engagement, CAT/PTO

Open House:

- The school needs to educate parents and the community about the Charter School. This can be done by inviting parents to an open house to see the school building and classrooms that their children utilize. Information sheets can be created to provide school statistics, mission / vision / values statements, overview of Charter schools, etc. Parents can meet teachers and staff in a welcoming and warm environment. Additionally, the open house can be extended to the general public as a way to grow the waitlist and education the community about the unique school.

Community Service:

- SIA can begin community projects by partnering with other agencies. Perhaps this could include community service, such as cleaning a park or building a bench by the walking trail. Students can create art to be displayed in local shops, can plant flowers for businesses, visit nursing homes, etc. Students wearing their uniforms need to have a visible presence in the community as a way to represent the school. Activities should align with the school's mission as well as provide educational or community minded enrichment for the student.

Volunteer Opportunities:

- https://www.volunteerspokane.org/need/
- https://everydayspokane.com/volunteer-in-spokane/
- https://my.spokanecity.org/parksrec/about/volunteer/
- https://www.spokanecounty.org/4574/Community-Services-Housing-Community-Dev
- https://www.volunteermatch.org/search/orgs.jsp?r=msa&categories=17&l=Spokane%2C+WA+99299%2C+USA
- https://habitat-spokane.org/community-service-2/

Community Centers:

20

- https://my.spokanecity.org/recreation/facilities/
- The school could initiate one large community project to garner attention from media and spotlight the school. This could include making and donating something to neighborhood, hosting a community fundraiser for a world event / crisis, volunteering for a major Spokane event (Hoopfest, Bloomsday, Lilac Parade).
- SIA could create their own community event (which could serve as awareness and fundraising). Unique and fun events could include a summer water balloon hunt and toss (water balloons are prepared and hidden for participants to find and use), silly string war, community relay race with treasure map, students vs. community members trivia games, annual yard sale at the school, etc

- Community engagement/awareness

  - This research highlights the importance of community engagement in charter schools. Parent engagement and broader Spokane/international engagement are both things we have already identified as areas of improvement for SIA, so it is helpful to see research supporting our push to improve these areas. https://edtec.com/2019/09/25/charter-school-community-engagement/#:~:text=Research%20has%20proven%20that%20active,take%20a%20human%2Dcentered%20approach.

  - This research identified a few practical ways of how to improve community engagement in schools. One fairly simple and inexpensive idea (barring COVID restrictions) could be to set up a "Career Day" at SIA (which also helps with college/career readiness!). This allows students to be exposed to different community organizations (and community organizations exposed to SIA), which hopefully sparks inspiration for both parties to form relationships.https://www.pridesurveys.com/index.php/blog/community-involvement-in-schools/

Partnership with City Officials for Early Start on Leadership

Coughlin, P. K. (2010). Making Field Trips Count: Collaborating for Meaningful Experiences: a Journal for Readers, Students and Teachers of History. *The Social Studies, 101*(5), 200-210. https://librarysftp.whitworth.edu:2443/login?url=https://www.proquest.com/scholarly-journals/making-field-trips-count-collaborating-meaningful/docview/759260146/se-2?accountid=1149

21

As a teaching pedagogy, field trips are lived learning. Students actively learn through the field experience and the interaction generated among the students as well as between teachers and students. In the current climate of accountability, many school districts are pressed to have their students reach ever-increasing percentages of proficiency in reading and math. Field trips have been put aside because of time and fiscal constraints. However, learning experiences confined to the classroom itself limit the opportunities for students to explore firsthand and to connect what they have been learning in the classroom to a particular place, object, or person.

Because field trips take up a lot of instructional time and the resources extended by historical sites are substantial, they must be meaningful and productive. Feedback showed that the teachers thought the curriculum module and the field trip were relevant to students' learning in the third grade classrooms of the local school district. Teachers found the quality and number of materials helpful in their instructional planning. The integrated field trip, as described and reported here, helped students increase their knowledge and develop an appreciation for their local community and its history.

David Garvin, C. R. C. (n.d.). *From the source: Guest speakers in the classroom*. Office of the Vice Provost for Advances in Learning. Retrieved May 3, 2022, from https://vpal.harvard.edu/classroomguestspeakers

Carefully selected, well-prepared guests provide depth and granularity. For many students, discussion with the actual decision-maker or case protagonist gives a truer sense of their authenticity: "We describe them on paper, now you get to see them in real life, interacting with others, and facing hard questions. Often a guest will share something in class that they would not commit to in writing."

Guest discussions allow students to contextualize leadership behaviors (team-building, decision-making, crisis management) from the source. The guests, who nearly all agree to return, gain something as well: "They find it very self-revelatory. One former CEO shared, 'I think I finally understand my job now.'"

Leor, K. (2015). Guest Speakers: A Great Way to Commit to Education. *Journal on Best Teaching Practices*. Volume 2, Issue 2, from http://teachingonpurpose.org/wp-content/uploads/2015/06/Leor-K.-2015.-Guest-Speakers-A-Great-Way-to-Commit-to-Education.pdf

22

The outcome of this practice not only depends on the ability of the speaker to make it successful, it also depend on the willingness, motivation and interest that the student presents when it comes to this matter. The reason for this is that sometimes a teaching practice is not successful and modifications to it need to be done in order to make it work, but none of this would work if there isn't a shared interest in learning/teaching from both parties.

A guest speaker is a great tool that needs to be used more often, because it provides specific knowledge, personal-level comprehension, and it motivates students to actively participate in the classroom with a different person who can answer their specific questions.

Scarce, R. (1997). Field trips as short-term experiential education. Teaching Sociology, 25(3), 219. http://dx.doi.org/10.2307/1319398

Even on-campus "field" trip sites may be found for instance, to the registrar's office to study the behind-the-scenes workings of a bureaucracy or to the campus police station to examine aspects of the criminal justice system. Campus trips afford instructors ways of engaging in short-term experiential education without the commitments necessary for off-campus trips.

While such pedagogical approaches are laudable and necessary (Scarce forthcoming), we should not forget that the world merely represented by videos, computer software, and CD-ROMs-and, for that matter, textbooks and lectures-is nevertheless out there and available for us and our students to explore and to construct together. If conceived with imagination and planned with attention to detail, field trips can be among the most intensive, in-depth, integrative, and rewarding of educational experiences for students and instructors alike.

Operations

- Support services/access (IEPs, 504s, MLL)
- Facilities and transportation
  - **Facilities:**
    - An executive summary of a larger report highlighting the short fall for charter schools in regards to accessing adequate facilities and the inequities thus experienced by students who choose to attend charter

23

schools like limited access to a library, gymnasium, science rooms, etc. It also offers some federal policy suggestions on what could be done to improve this situation.

- ■ https://www.publiccharters.org/sites/default/files/documents/2018-07/Executive%20 Summary-Strengthening%20Federal%20Investment%20in%20Charter%2 0School%20Facilities%20-2.pdf
- ■ Blog post about one charter schools growing pains and facility challenges: https://www.publiccharters.org/latest-news/2018/09/25/growing-pains-tackling-charter-school-facilities-challenges
- ■ Another report talking about the challenges with facilities for Charter schools: https://www.gao.gov/products/gao-21-104446
- ■ "Across the U.S., accessing charter school facilities is, by far, the greatest challenge faced by charter schools. With more than 1 million students across the country on charter school waitlists and the fact that many charters operate in suboptimal buildings, we know that the lack of facilities is a serious obstacle to charter growth."
- ■ "Nationwide, charter school leaders report that lack of access to suitable school facilities is one of their primary concerns—and one of the biggest barriers to expanding student enrollment. Nearly 1 in 5 charters had to delay opening by a year or more due to facilities-related issues."
- ■ "Accordingly, around 40% of charters lack essential amenities such as gymnasiums, libraries, science labs, cafeterias and outdoor space, National Alliance for Public Charter Schools research finds."
- ■ "This is a vital issue. Why? Because demand for charter schools from parents and guardians significantly exceeds supply. Indeed, if all families seeking a place for their child could secure one, the total number of charter students would be 8.5 million — almost three times today's actual enrollment — according to research by Phi Delta Kappa International, a professional organization for educators. Of parents who would like to send their child to a public charter school, over half cited lack of access — the school is too distant or has a waitlist — as the reason why their children did not attend one, PDK found."
- ■ https://charterschoolcapital.com/blog/charter-school-facilities-overlooked-and-underfunded/
- ■ This report examines the public school facilities landscape in seven major cities and profiles the best practices for improving public charter school access to the existing stock of public school buildings. The case studies describe the innovative, affirmative policies and practices that are making public facilities available to all public schools.
- ■ https://www.publiccharters.org/publications/innovative-school-districts-learning-share-public-education-facilities-charter-schools
- ○ **Transportation:**

24

- ■ This report discusses transportation issues experienced by Charter schools and policy recommendations to make transportation less of a barrier to choice and more equitable: https://www.qualitycharters.org/state-policy/transportation/
- ■ Article about 5 different cities response to transportation challenges in charter schools: https://www.educationnext.org/going-extra-mile-school-choice-how-five-cities-tackle-challenges-student-transportation/
- ■ More local reporting on bussing challenges in Spokane: https://www.krem.com/article/news/education/nationwide-bus-driver-shortage-spokane-schools/293-c3b5e2df-c3b3-4c88-b24a-ccbe51756332
  - ○ **Levy Equalization legislation:**
    - ■ Here's a blog post describing state attempts at passing legislation related to levy equalization: https://wacharters.org/2020/02/09/charter-schools-are-public-schools-and-deserve-more-equitable-funding/
    - ■ https://www.seattletimes.com/opinion/charters-are-solid-alternatives-to-washingtons-traditional-public-schools/
    - ■ https://www.washingtonpolicy.org/publications/detail/washington-state-discriminates-against-charter-school-families
    - ■ Article 7 of the State Constitution and chapter 84.52 RCW grant school districts the authority to levy local property taxes. Charter schools and tribal compact schools are not granted such authority. https://www.k12.wa.us/sites/default/files/public/safs/pub/org/20/2020OrganizationandFinancingofSchools.pdf
- ● Financial health
  - ○ **2020 990 for SIA**

https://pdf.guidestar.org/PDF_Images/2020/471/091/2020-471091821-202110639349300216-9.pdf?_gl=1*fpfshj*_ga*MTMzMDQ3MzMyMi4xNjQ2NTIwMzcw*_ga_5W8PXYYGBX*MTY0NjUyMDM2OS4xLjEuMTY0NjUyMDQwNi4yMw..&_ga=2.119047753.1547508399.1646520370-1330473322.1646520370

  - ○

https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/105881

https://nces.ed.gov/ccd/districtsearch/district_detail.asp?ID2=5300337&details=4

- · https://ies.ed.gov/seer/cost_analysis.asp

State Summary School District, Charter, and Tribal Schools Financial Reports - (45 pages) https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/Section2complete.pdf

Section Three - School District, Charter School and Tribal School Financial Reports - (287 pages)

25

General Fund Expenditures, Revenue, and Ending Total Fund Balance Per Pupil
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%2321920EXPREVFBper
pupilbycounty.pdf on page 6

Percent and Per Pupil of General Fund Revenues and Other Financing Sources
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%2341920GFREVOFSbyc
ounty.pdf on page 6

General Fund Total Expenditures by Program Groups
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%2361920TOTEXPbyPRG
Mbycounty.pdf on page 6

Percent and Per Pupil of General Fund Expenditures by Program Groups
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%2381920TOTPERPUPIL
byPRGMbycounty.pdf on page 6 again 😊

Activity Reports
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%23101920GFbyACTIVIT
Ybycounty.pdf pages 9, 20, 35, and 50

Percent and Per Pupil of General Fund Expenditures by Object
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%23121920PerPupilEXPb
yObjbycounty.pdf page 8

Per Pupil All Expenditure Four-Year Average
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%23141920SDALLFUNDS
bycounty.pdf page 6

Student Enrollment Trends
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%23161920Enrollmenttren
dsbycounty.pdf page 9

General Fund Total Fund Balance Per Pupil and Percent of Change Three-Year Analysis
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%23181920TOTFUNDBAL
ANCEperPUPILThreeYearAnalysisbycounty.pdf page 6

Percent and Per Pupil of General Fund Reserved and Unreserved to Total Fund Balance
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%23201920RFESUNRES
FBbycounty.pdf page 8

General Fund 2019 Tax Collection Survey and Three-Year Average
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%23211920GFTAXCOLLE
CTIONSbycounty.pdf page 8 under the category of Spokane Schools

26

General Long-Term Debt Per Pupil
https://www.k12.wa.us/sites/default/files/public/safs/pub/fin/1920/%23231920LTDbycounty.pdf page 10

NCES Object Expenditure Summary (XLSX) – SIA is coded 32901

Personnel

- Employee growth and expertise-**Character Development**
Teachers Developing Student's Character.

Teachers are the backbone of developing students' character in Spokane International Academy. The institution has prioritized investing in qualified teachers who disseminate knowledge and play a key role in developing students' characters. As a result, teachers play a fundamental role in molding students' character in the school. Key facts about teachers in Spokane International academy include:

·   100% of all teachers possess the required accreditations and licenses.

·   73.3% of teachers have more than two years of teaching experience, slightly below the state average of 91% (U.S. News, n.d.).

·   Students to counselor ratio 358:1 lower than the state average

·   The student-to-teacher ratio is 13:1, lower than the state average of 18:1 (Explore Spokane International Academy, 2021).

·   Three full-time school counselors.

·   Total teachers: 28

Spokane International Academy aims to expose its students to a global culture while developing

27

their character through innovative teachers' suggestions, ambitions, and plans. The school has adequately secured grants and will not have to chiefly rely on public financing to develop their students into educated global literates. To ensure that students have a global perspective, teachers adopt a uniquely diverse education approach that:

· Makes students explore the cultures of the Middle East, South America, North America, Asia, Africa, and Oceania before finishing elementary school (Modugno, 2021).

· Exposes middle-class learners to a global economy that will deepen their world's understanding. The program is anchored on helping middle-class students provide microfinance loans to international entrepreneurs.

· Introduces global perspective to education in SIA through exposing students to international education systems, geography, and international politics.

· Attracts more diverse staff into SIA. Spokane International Academy is the only public school in Eastern Washington to teach Spanish across all grades.

· Ensuring students have a degree in a trade of their liking when they finish high school.

The Culture within Charter Schools

The Culture Within Charter Schools

28

Policies	1. Independency from the state's bureaucracy.
	2. Schools are free to design independent missions and visions that concisely serve parents and students in their locations.
	3. Design values and norms compatible with the school's mission.
	4. Every charter school is free to develop a vital mission and implement a culture that reinforces the mission.
Schools Culture	1. They are free.
	2. They do not charge tuition fees (Peterson, 1999).
	3. Admits any student living in Washington state.
	4. Students' enrollment in charter schools is determined by random lottery when the school's capacity is insufficient.
	5. Managed by non-profit organizations.
	6. Exempts management by private firms and religious institutions.
	7. Receive state funding similar to traditional public schools (Wexler, 2013).
	8. They do not receive local levy finances.
	9. The state does not contribute facilities assistance to charter schools.
	10. Each charter school is guided by a specific mission, focus, and philosophies.

29

Significance.	1. Growth of new charter schools amongst Yakima, South Seattle, Tri-Cities, Walla Walla, and West Seattle communities (Finne, 2018). 2. Helps students with their academic proceedings. 3. Accommodates many students with limited financial abilities. 4. They reflect the culture and values of the communities they serve. 5. Teachers teach traditional and new subjects in innovative ways. 6. Provides a conducive environment for students to create innovative models. 7. Charters school environment cultivates discipline amongst students, i.e., wearing school uniforms. 8. Encourage parental involvement in classroom projects through volunteering programs.

Comparison of Spokane International Schools with other Charter Schools in Washington and the USA in Culture and Developing Students.

1. Admitting Disabled Students.

Recent trends demonstrate charter school increase of disabled students' admission into their educational program. It is a culture for charter schools to offer exceptional education to disabled students and other marginal communities that are less privileged. Spoken International Academy compares to other charter schools in admitting disabled students as follows.

·   Spokane International admitted ten students, accounting for a 30% increase in disabled students' admission.

30

· Excel admitted 18 students accounting for a 150% increase (Tuchman et al., 2018).

· Summit admitted 12 students accounting for a 60% increase.

· Green Dot Destiny and Green Dot Rainer experienced a decline in special education enrollment.

· Spokane International Academy and Rainer Prep High admitted disabled students below the Washington state average.

Source: OSPI, Report 1251: Full-time Enrollment.

Source: OSPI, Washington State Report Card.

2. Performance in Key Educational Sector.

Charter schools in Washington State base their performance in critical areas: science proficiency, math proficiency, and ELA proficiency. It is a culture amongst charters schools to impact students' performance amongst these key sectors and enhance students' overall growth. Spokane International Academy fairs averagely when compared to other charter schools in the state. The statistics indicate:

· Four schools, including Green Dot Destiny, Summit Olympus, SOAR, and PRIDE Prep, improved ELA proficiency rates.

· Three schools' Rainer Rep, Green Dot Excel, and Pride Prep improved the science trend rates in their regions (Update On The School Charter Report, 2019).

· Five schools: Summit Sierra, Green Dot Destiny, Summit Olympus, SOAR, and Green Dot

31

Rainer Valley improved math proficiency rates.

·   A majority, including Spokane International Academy, PRIDE Prep, and Green Dot Excel,

declined in their math proficiency.

·   Likewise, Summit Sierra and Green Dot Excel declined in the ELA trend.

·   Lastly, Summit Atlas, Summit Olympus, Spokane International Academy, and Summit Sierra

declined in science proficiency.

References

Explore Spokane International Academy Elementary in Spokane, WA. (2021, October 3).

GreatSchools.org.

https://www.greatschools.org/washington/spokane/7379-Spokane-International-Academy-El

ementary/

Finne, L. (2016, August 30). *New information shows why charter schools are popular*.

Washington Policy Center.

https://www.washingtonpolicy.org/publications/detail/new-information-shows-why-charter-s

chools-are-popular

Modugno, L. (2021, November 2). *Travis Franklin SIA feature*. Gonzaga University,

Spokane Washington | Gonzaga University.

https://www.gonzaga.edu/news-events/stories/2021/11/2/franklins-spokane-international-aca

demy

32

Peterson, K. (1999). *Shaping positive cultures in charter schools*. archive.wceruw.org - /.

https://archive.wceruw.org/ccvi/zz-pubs/newsletters/spring2000_chartersch/5.htm#

Tuchman, S., Campbell, C., & Heyward, G. (2018). *Are Washington Charter Public Schools Serving Students with Disabilities?* University of Washington Bothell.

https://crpe.org/wp-content/uploads/crpe-are-washington-charters-serving-students-with-disabilities.pdf

U.S News. (n.d.). *Overview of Spokane International Academy*.

https://www.usnews.com/education/k12/washington/districts/spokane-international-academy-119299

Update On The Charter School Report. (2019). The Washington State Board of Education.

https://www.sbe.wa.gov/sites/default/files/public/meetings/Nov-2019/0700s_CHARTER%20SCHOOL%20UPDATE_1.pdf

Wexler, N. (2013, July 10). *School culture is crucial to charter schools' success*. Greater Washington.

https://ggwash.org/view/31721/school-culture-is-crucial-to-charter-schools-success

○
Diversity

- **Preparing Teachers for Diversity: A Literature Review and Implications from Community-Based Teacher Education:** https://eric.ed.gov/?id=EJ1168438
- **Teaching Intersectionality of Sexual Orientation, Gender Identity, and Race/Ethnicity in a Health Disparities Course:** https://www.mededportal.org/doi/full/10.15766/mep_2374-8265.10970
- **Informing and transforming language teacher education pedagogy :** https://journals.sagepub.com/doi/full/10.1177/1362168818777539

Extra curricular learning (after-school programs)
- Associated Student Body (ASB) / ASB Overview (kent.k12.wa.us)

33

- [Chapter 392-138 WAC](#)
- [Chapter 28A.325 RCW: ASSOCIATED STUDENT BODIES (wa.gov)](#)

Community Transformation

- <u>Life Skills,</u> Social Emotional Learning, Habit of Mind

Habits of Mind

- Rundown: Habits of mind are cross-curricular skills that form the foundation of how students and staff at SIA should approach learning in the classroom and their personal lives. Each project and assignment should incorporate one or more of these skills to ensure alignment with the school's vision.
- It's a form of cross curricular skill building
  - Depends on how these habits of mind are used in the classroom
  - Creates a shared language and framework for all teachers
    - Enhances learning of these concepts
  - Promotes the creation of this framework truly as habits with practice every day
- Research and Links
  - http://www.ldonline.org/article/65175/
  - https://www.tandfonline.com/doi/full/10.1080/10494820.2017.1283337?scroll=top&needAccess=true
  - https://www.chsvt.org/wdp/Habits_of_Mind.pdf
  - https://files.eric.ed.gov/fulltext/EJ1169373.pdf

Social-Emotional Learning

- Benefits and outcomes
  - Social emotional learning has a measurable difference on the academic outcomes of students, making things easier for teachers in the long run
    - Social emotional curriculum should have a shared focus throughout the school as well as a shared curriculum.
      - Character strong
      - Working to build counseling capacity as a whole school
- Research and Links
  - https://casel.org/fundamentals-of-sel/what-does-the-research-say/
  - https://ofy.org/blog/four-major-benefits-of-socialemotional-learning/
  - https://books.google.com/books+?hl=en&lr=&id=MuDGDHCb_iwC&oi=fnd&pg=PR7&dq=benefits+of+social+emotional+learning+study&ots=oIbxhdQzu_&sig=6lWnZ6hPqRT2ABVqzrrzaPBGwTs#v=onepage&q=benefits%20of%20social%20emotional%20learning%20study&f=false
  - https://link.springer.com/article/10.1007/s10643-011-0481-x
  -
  - Leadership and Character Development
  - Global Competency/Citizenship, Sustainability

34

■ Research:

Global Competency and Citizenship

Spokane International Academy (SAI) espouses three significant goals as part of their mission statement. Besides academic skills and habits of mind, global competency rounds out the highest priorities that drive the schools' purpose in both thought and action.

What is the definition of global competency and citizenship within the K-12 context on both a macro level – that is, what are the standards globally, as well as on a micro level – how is this concept defined and put into practice at SAI and within the Washington state charter school context?

<u>Globally</u>

There are three significant organizations that serve as primary leaders, advocates and resources for learning, teaching and applying global competency and citizenship in the K-12 setting. Additionally, there are other global participants who offer valuable insight into global competency in education (listed in "Other" below). They are:

1. OECD (The Organisation for Economic Co-operation and Development) – The OECD is an international organization that works to build better policies for better lives. Through their PISA (Programme for International Student Assessment), they offer numerous resources for school administrators and classroom teachers.
   a. Resources:
      i. https://www.oecd.org/pisa/innovation/global-competence/
      ii. https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf

2. Asia Society – Global non-profit organization. The leading force in forging closer ties between Asia and the West through arts, education, policy and business outreach.
   a. Resources:
      i. https://asiasociety.org/education/video-creating-global-competence-rapidly-changing-world

35

       ii.
     https://www.ascd.org/blogs/incorporating-global-competency-into-your-classroom
        iii. (United States specific resources – See
   "Washington State" below)

  3. United Nations
    a. Resources: https://www.un.org/sustainabledevelopment/education/

  4. Other
    a. The HAVE Project/University of Hong Kong
        i.
     https://www.youtube.com/watch?v=xvWMrCREA6E

United States

While the world continues to change at a record pace, particularly with the onset of the COVID-19 pandemic, many public-school systems in the United States recognize six common traits to assess, guide curriculum decisions and measure global competencies. They are:

6 Global Competencies

- **Character**

  Character refers to qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, reliability, and honesty.

- **Citizenship**

  Thinking like global citizens, considering global issues based on a deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability.

- **Collaboration**

  Collaboration refers to the capacity to work interdependently and synergistically in teams with strong interpersonal and team‑related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.

36

- **Communication**

  Communication entails mastery of three fluencies: digital, writing, and speaking tailored for a range of audiences.

- **Creativity**

  Having an 'entrepreneurial eye' for economic and social opportunities, asking the right questions to generate novel ideas, and demonstrating leadership to pursue those ideas into practice.

  Ø Additional Resources/U.S. Educator perceptions:

  - https://www.youtube.com/watch?v=jj0LACjlUtI

Washington State

"Washington has had a long history of mostly grassroots international education initiatives. It's no surprise: the state has the sixth largest economy from international trade. Parents are savvy to the knowledge and skills students need to succeed in the global innovation age." (Asia Society)

The organization, *Global Washington*, an association that promotes and supports the global development sector in Washington, provides this report on the state of global education:

https://globalwa.org/wp-content/uploads/2013/02/education_paper.pdf

Additionally, a report by the Kaufman Foundation that assesses states by their participating in the "new economy" (knowledge-based, global, entrepreneurial, and innovation-based) ranks Washington 2nd the country.

The *Asia Society*, provides the following report on the Washington state by asking the question, "How global is Washington".
https://asiasociety.org/mapping-nation/washington

Washington State's disposition and acknowledgement of the need for global competency paves a fertile path for the pursuit of K-12 curriculum that recognized the need for these competencies to be priorities for its students to be successful post high school graduation.

37

Washington Charter School Association
The chartering association SIA is affiliated with promotes the following values, which dovetail with the priorities of SIA. Those values are:
- Ø Aspiring Antiracism
- Ø Cultural Humility
- Ø Educational Justice
- Ø Collaborative Partnerships

    https://wacharters.org/who-we-are/

Spokane Public Schools

Spokane Public Schools 2022-28 Strategic Plan identifies six areas that comprise their graduate profile include and is affirmative of the elements of emphasizing global competency. Those elements include: Critical Thinking, Empathy, Learning Mindset, Collaboration, Connectedness and Life Skills.
- Ø https://www.spokaneschools.org/strategicplan

SIA

SIA has mapped out a plan for each grade level that brings focus and detail to meet the priority of developing global competency and citizenship in their students. This is the unique "selling point" of a SIA education versus enrollment in the traditional SPS system. Awareness and continual adoption of global competency best practices will allow SIA to meet this critical component central to the school's priorities and identity.
- Ø https://www.spokaneintlacademy.org/global-competence

- Ø **Additional Resources:**
    - o Book and Video resources (for teachers):
        - § https://www.teachingchannel.com/blog/global-competence?gclid=EAIaIQobChMIwfHdxPy89gIVJD2tBh2xOgCoEAAYASAAEgJu7vD_BwE
    - o Hiring and Professional Development
        - § https://asiasociety.org/education/preparing-globally-competent-workforce

 REAL Live game: simulation for students to increase global empathy: https://scholarcommons.scu.edu/cgi/viewcontent.cgi?article=1031&context=comm

38

SURVEY LINKS

Parent

https://docs.google.com/forms/d/1vt1zg2WdoeJUYwoG_wtxKlsjCPrIHmzZ35zZyDEZYGg/edit?vc=0&c=0&w=1&flr=0#responses
https://docs.google.com/spreadsheets/d/1rAXYq0LkPQKMIIzj_5x_brUD1EPEtldo3wUNfaegZi8/edit112q?usp=sharing

Student

https://docs.google.com/forms/d/1zwT1mif_wp1WwuSohjZEdnYCI-MdXotabtin3kiIxjs/edit?ts=6227e0a4#responses
https://docs.google.com/spreadsheets/d/1IftsSAe4ahs6MuTrY0Lmv2VTrKUmPF-XkI3d_VciooU/edit?usp=sharing

Life Skills

1. The Cognitive Domain includes three clusters of competencies: cognitive processes and strategies, knowledge, and creativity. These clusters include competencies, such as critical thinking, information literacy, reasoning and argumentation, and innovation.
2. The Intrapersonal Domain includes three clusters of competencies: intellectual openness, work ethic and conscientiousness, and positive core self-evaluation. These clusters include competencies, such as flexibility, initiative, appreciation for diversity, and metacognition (the ability to reflect on one's own learning and make adjustments accordingly).
3. The Interpersonal Domain includes two clusters of competencies: teamwork and collaboration and leadership. These clusters include competencies, such as communication, collaboration, responsibility, and conflict resolution.

Downside: Political and economic forces. Teacher capacity. Insufficient fair and measurable testing. Pg. 13

· Using multiple and varied representations of concepts and tasks, such as diagrams, numerical and mathematical representations, and simulations, combined with activities and guidance that support mapping across the varied representations.

· Encouraging elaboration, questioning, and explanation— for example, prompting students who are reading a history text to think about the author's intent and/or to explain specific information and arguments as they read— either silently to themselves or to others.

· Engaging learners in challenging tasks, while also supporting them with guidance, feedback, and encouragement to reflect on their own learning processes and the status of their understanding.

· Teaching with examples and cases, such as modeling step-by-step how students can carry out a procedure to solve a problem and using sets of worked examples.

· Priming student motivation by connecting topics to students' personal lives and interests, engaging students in collaborative problem solving, and drawing attention to the knowledge and skills students are developing, rather than grades or scores.

· Using formative assessment to: (a) make learning goals clear to students; (b) continuously monitor, provide feedback, and respond to students' learning progress; and (c) involve students in self and peer assessment.

39

National, Research Council, et al. *Education for Life and Work : Developing Transferable Knowledge and Skills in the 21st Century*, edited by Margaret L. Hilton, and James W. Pellegrino, National Academies Press, 2013. *ProQuest Ebook Central*, http://ebookcentral.proquest.com/lib/whitworth/detail.action?docID=3379216.
Created from whitworth on 2022-03-15 01:41:24.

"What are students' perceptions of their development of life skills in project-based learning schools? 2) In what ways, if any, do students perceive an increase in their life skill development over a one-year period of time? 3) What relationship, if any, is there between grade level and students' perceptions of their life skills?"

"Avalon students perceive communication, time management, self-directedness, and collaboration as the four most important life skills. Similarly, MNCS students perceive self-directedness, communication, and time management as the three most important life skills."

"There was an increase in four of the dimensions from fall to spring. Those skills that increased were responsibility, problem solving, self-directedness, and work ethic… Creativity was shown to decrease the most from 3.94 in the fall to 3.88 in the spring."

Advice going forward: "Eleven percent of students suggested having better communication among students and teachers, allowing for more creativity, and helping students be more responsible. Five percent of students suggested increasing math education, providing more sports, providing more activities for newer students, helping students with time management, and providing more job skills classes. Interestingly, 0 out of 19 MNCS students answered satisfied with no recommendations. Suggestions that they offered included: (1) 15.79% having more direction and assistance with projects; (2) 10.53% allowing for more creativity, increasing math education, having a more rigid structure; (3) 5.26% better communication among teachers and students, increased reading education, better technology, and more job skill classes."

Meyer, Kimberly, and Scott Wurdinger. "Students' Perceptions of Life Skill Development in Project-Based Learning Schools." *Journal of Educational Issues*, vol. 2, no. 1, 2016, pp. 91-114. *ProQuest*, https://librarysftp.whitworth.edu:2443/login?url=https://www.proquest.com/scholarly-journals/students-perceptions-life-skill-development/docview/1895976142/se-2?accountid=1149.

"This is unfortunate, as research indicates, "life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society, and helps in dealing with issues in a practical manner"

"In the process of it all, it is easy for educators to lose track of teaching the whole child."

"According to UNICEF life skills are defined as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life."

"Sobel (2012), among researchers, advocates for life skill instruction, advocating "hands-on, real-world learning experiences, increase academic achievement, help students develop stronger ties to their community, enhance students' appreciation for the natural world, and create a heightened commitment to serving as active, contributing citizens""

""The instruction will need to be supplemented by, or integrated with, the kinds of supports and other interventions currently offered by strong precollege outreach programs and school reform models" (Venezia & Jaeger, 2013, p. 125)."

"Meyer expresses the importance of putting student interests at the center of life skills lessons and goal setting. In doing so, students are "developing ownership because they choose personally relevant projects and learn to self-monitor as they identify goals, resources, and timelines that enable them to accomplish tasks" (Meyer & Wurdinger, 2016, p. 16)."

40

3.1 Planning Life Skills Instruction Can Ease Student and Teacher Frustration

3.2 Realistic Implementation is Crucial in Acquisition of Life Skills

3.3 Social Skills Are a Necessary Component of Life Skills Instruction

"We came to realize that our obligation must go beyond teaching, as we are responsible for helping develop young adults preparing for a world outside of our classroom and school."

"Still supporting our mandated standards, we were able to merge our English class content with life skills, and we believe that other can also do so, through creativity. While it is true there is never enough time to teach everything that we feel needs to be taught, targeting students' interest and needs, and strategically planning, made it possible for us to do so while adhering to the set standards."

Cassidy, Kelly, Yvonne Franco, and Emilia Meo. "Preparation for Adulthood: A Teacher Inquiry Study for Facilitating Life Skills in Secondary Education in the United States." *Journal of Educational Issues*, vol. 4, no. 1, 2018, pp. 33-46. *ProQuest*, https://librarysftp.whitworth.edu:2443/login?url=https://www.proquest.com/scholarly-journals/preparation-adulthood-teacher-inquiry-study/docview/2034280984/se-2?accountid=1149.

<u>Community Awareness and Engagement</u>

"The Office of Community Engagement, along with the community engagement steering committee, comprising faculty, staff, and students, developed the goals"

In this model, there was also success found in department specific research in planning how they wanted to engage the community. This made the research go from a large level to a more personal level. Cunningham, H. R., & Smith, P. C. (2020). Community engagement plans: A tool for institutionalizing community engagement. *Journal of Higher Education Outreach and Engagement, 24*(2), 53-68. Retrieved from https://librarysftp.whitworth.edu:2443/login?url=https://www.proquest.com/scholarly-journals/community-engagement-plans-tool/docview/2488218563/se-2?accountid=1149

"At a time when more than 1 in 5 school-age children are living in poverty, a wide array of research has demonstrated that outside-of-school factors and access to supports in the home and community have a direct impact on achievement and a child's chances at leading a happy, successful life."

Scholastic FACE provides programs and supports in five priority areas:

1.   Early Literacy: Scholastic provides affordable, quality board books and resources to early childhood education providers to help emergent readers reach developmental milestones.

2.   Parent Support and Training: The Scholastic Read and Rise(R) program provides training for educators, workshops for parents, and take-home books to connect families, schools and communities and inspire literacy-rich environments in the home.

3.   Access to Books at Home: Through Scholastic's long-lasting partnerships with literacy-focused organizations like Reading is Fundamental (RIF) and Reach Out and Read and through summer reading and MyBooks take-home book packs sold to school, districts, and local organizations, Scholastic helps ensure that every child has books in the home. Research shows access to books in the home leads to success in school and in life.

41

4. Expanded Learning: Scholastic After School Learning provides an engaging curriculum and resources to help students overcome learning gaps and build the social, imaginative and emotional skills they need to succeed in the classroom.

5. Mentoring Partnerships: Building upon research that shows students with positive adult mentors are more likely to pursue higher education and have a better attitude toward school. Scholastic created Scholastic R.E.A.L.: Read. Excel. Achieve. Lead.(TM), which provides a framework and the tools to launch a literacy-focused mentoring program in any community. For more information about Scholastic, visit our Media Room: http://mediaroom.scholastic.com

Scholastic announces new team focused on family and community engagement (FACE) to raise student achievement: Scholastic family and community engagement (FACE) helps communities, families and organizations support the learning needs of children both within the classroom and beyond the school day; in new survey, 98 percent of teachers say more family involvement and support would have a strong impact on academic achievement. (2011, Oct 20). *PR Newswire* Retrieved from https://librarysftp.whitworth.edu:2443/login?url=https://www.proquest.com/wire-feeds/scholastic-announces-new-team-focused-on-family/docview/899209306/se-2?accountid=1149

"For community schools, engagement does not focus narrowly on parent–teacher conferences, family resource centers, or parent-focused skill-building workshops. Instead, families feel seen and valued (not just welcomed) and are treated as partners who know their children best. Families are not blamed for students' behaviors or challenges, and instead school staff and partners are trained and explicitly supported to disrupt habits and patterns of racism and inequality as they appear in classrooms and schools. Districts allocate resources—staffing, training, programs, and data—to strengthen school–family partnerships."

Kimner, H. (2020). *Community schools: A COVID-19 recovery strategy.* ().Policy Analysis for California Education, PACE, 520 Galvez Mall, CERAS Room 401, Stanford, CA 94305-3001. Retrieved from ERIC Retrieved from https://librarysftp.whitworth.edu:2443/login?url=https://www.proquest.com/reports/community-schools-covid-19-recovery-strategy/docview/2535215700/se-2?accountid=1149

It is important to note that any efforts to integrate a community-based approach into teaching and learning must be combined with a strong academic foundation in order to improve student outcomes. The strategies outlined below must not be seen as alternatives to skilled teachers, quality instructional materials, effective school leadership, clear and high standards, and all the other components that come together to lay the groundwork for long-term success in college and careers. Instead, community-based supports should complement existing academic initiatives and reinforce the work that schools are already doing to help students build essential skills and competencies.

- **Holistic Learning:** The education system serves students with a wide range of abilities, Interests, and lived experiences. A holistic approach to learning aims to understand and address the unique strengths and needs of each student, in order to help them achieve their full potential. Recognizing a community's cultural wealth and the learning that takes place outside school is essential to gaining a complete picture of each student as an individual. In addition, community can play a key role in building on students' strengths and addressing their needs through connections with relevant services.
- **Shared Leadership:** Serving all students equitably requires a commitment to incorporating diverse voices in educational decision-making. As a starting point, this means listening to and valuing a range of perspectives; at a deeper level, it means sharing power and expanding leadership opportunities to a broad array of stakeholders (particularly those most impacted by a decision). Consistently seeking input and feedback from students, parents, educators, and community members can lead to more inclusive and accessible processes, while resulting in higher-quality and better-aligned learning experiences for students.
- **Multiple Pathways to Careers:** Helping students develop the skills and competencies they need to enter the workforce is one of the core functions of the education system. Because every student has different talents, interests, and aspirations, the process of preparing students for a career should be equally individualized. Community members, community-based organizations, local businesses, and schools can all play critical roles in helping young people define and attain a career pathway, including by serving as a network of support as they navigate new experiences.

42

Community-school connections: Shaping the future of learning through collaboration. condition of education in the commonwealth [2021 action guide].(2021). ().Rennie Center for Education Research & Policy, 114 State Street, Boston, MA 02109. Retrieved from ERIC Retrieved from https://librarysftp.whitworth.edu:2443/login?url=https://www.proquest.com/reports/community-school-connections-shaping-future/docview/2526823839/se-2?accountid=1149

<u>College readiness</u>

http://annenberginstitute.org

A change that we noticed across all partnering sec- tors is the shift in focus from college readiness to college completion. A researcher at a postsecondary institution in Philadelphia explained that the college dropout issue is becoming more serious among students entering junior year than those in freshman year.

Formal agreements and strong student data systems are the most effective ways to match interventions with student need.

The growing recognition that supporting students to succeed in college and career requires a broad range of cross-sector partnerships has nurtured a rich field of collaboration that raises important questions and promising solutions for partnerships built on data and evidence. The work of the CRIS sites provides important examples of the kind of necessary community-wide approaches to college readiness that move beyond the purely school district-centered models to ones based on collaboration, mutual accountability, and trust.

Lee, J., McAlister, S., Mishook, J., & Santner, G. (2013). *Partnerships for college readiness. college readiness indicator systems.* ().Annenberg Institute for School Reform at Brown University, Brown University Box 1985, Providence, RI 02912. Retrieved from ERIC Retrieved from https://librarysftp.whitworth.edu:2443/login?url=https://www.proquest.com/reports/partnerships-college-readiness-indicator-systems/docview/1720066283/se-2?accountid=1149

Importance of Miles Ahead Scholars Program (**MAS Program) Events**

1. **Provide real-world and character-building experiences**. Fifteen scholars mentioned an aspect of this theme in their responses. Scholars noted *"The events, to me, are a great way to open up and experience new things that help me grow as a person"* (MAS05).
2. **College preparation.** Five scholars spoke about the connection between the MAS program events and college preparation. They noted, *"because it helps give you hints of the life college is going to be"* (MAS03). *"MAS events are important because they prepare you for the future you might experience in college or as an adult"* (MAS17).
3. **Building networks and developing social skills.** Fifteen scholars wrote on this theme. They opined, "*I think Mas events are important because they help us socialize with people we don't see often and develop social skills"* (MAS06). "*It also helps me network and expands my ideas on education and college* (MAS13), "*Because it helps us form better friendships and bond with each other"* (MAS22).
4. **To give back to my community.** Nine scholars were associated with this theme. They offered *"I think MAS events are important because they help us give back to the community and grow connections with other people as well as each other"* (MAS08). *These events will help us know how to help/be part of a community"* (MAS37). *"To show us what it means to out there and teach us to give back"* (MAS27).

Scholars were mentored by men of color in the community who shared their personal and professional experiences with these scholars. Scholars received one-to-one counseling and academic support from instructional specialists. The first program cohort involved 60 ninth- and tenth-grade students from Wheatley, Worthing, and Kashmere high schools.

The impact of the miles ahead scholars' program on scholars' college readiness in three houston ISD high schools, 2019-2020. research educational program report. (2020). ().Houston Independent School District, Research & Accountability, 4400 West 18th Street 2 NW, Houston, TX 77092. Retrieved from ERIC Retrieved from https://librarysftp.whitworth.edu:2443/login?url=https://www.proquest.com/reports/impact-miles-ahead-scholars-program-on-college/docview/2535437554/se-2?accountid=1149

43

Possible ways SIA could run their 11<u>th</u> and 12<u>th</u> grade:
Running Start

https://www.ewu.edu/highschool/running-start/
https://www.ewu.edu/highschool/ewu-in-the-high-school/

Spokane Falls-Who is eligible:
https://scc.spokane.edu/Become-a-Student/High-School/SCC-Running-Start/Who-is-Eligible

Frequently asked questions Washington Running Start:
https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/running-start/running-start-faqs.pdf

Running Start Equivalency guide SFCC/SCC:
https://shared.spokane.edu/ccsglobal/media/Global/PDFs/District/Running%20Start/New-CCS-Running-Start-Equivalency-Guide.pdf

Career and Technical education:
https://www.k12.wa.us/student-success/career-technical-education-cte/program-study-career-clusters-and-career-pathways

Pro's and Con's of Running Start:
https://www.ghc.edu/academics/runningstart/pros-and-cons

New Tech (college equivalency classes):
https://www.spokaneschools.org/site/Default.aspx?PageID=2918

New Tech Frequently asked questions:
https://www.spokaneschools.org/site/Default.aspx?PageID=2918

" Running Start is a great opportunity to not only get some free college classes, but also to immerse yourself in what a college atmosphere is really like. If you find school difficult, there is help available to you! If you feel alone, there are groups to join of people who will embrace you and provide a place of stress-relief and fun! If you are looking for a way to make some cash, but don't have time with school and everything, there is on-campus student employment! There is so much available to you! Running Start is not just another version of high school. It is college, and being a student here comes with all the benefits."
https://www.olympic.edu/student-life/ranger/ranger-news-articles/running-start-college

Proof of involvement as a high school student haha

44

The issue of guidance counselor administrative work verse knowing the students they are helping:

"As many high school guidance counselors are already swamped with work deadlines on a regular basis, there is virtually no time left to develop a proper connection with the student which could probably help the counselor determine the uniqueness of that student's personality. As a result, many high school guidance counselors resort to writing standard essays; a one-size-fits-all where, at the most, a name or a particular characteristic of the student is changed in order to ensure a degree of non-uniformity."

https://highschoolcounselormarketing.com/a-typical-day-in-the-life-of-a-guidance-counselor/?gclid=CjwKCAjwiuuRBhBvEiwAFXKaNHHgGn6z0JeNQxKU5yr6oQQMXnV22TEaUi3XVx9t0rhkQS3co288oBoCcKwQAvD_BwE

Best ratio of school counselor to students:
https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios
"Smaller ratios increase test performance, attendance, GPA, graduation rates, as well as decreased disciplinary action."

What should be the pupil load for school counselors: 80% of a counselor's time should be spent with the student the rest should be spent in teacher interaction research and other community connection

https://onlinelibrary.wiley.com/doi/10.1002/j.2164-4918.1955.tb01298.x

45

Coversheet

State Test Scores vs. SIA SBA

Section: VI. Head of School Updates
Item: D. State Test Scores vs. SIA SBA
Purpose: Discuss
Submitted by:
Related Material: SIA vs. WA State SBA Scores.pdf

SIA vs. WA State SBA Scores

Spokane International Academy
Board Presentation
28 August 2024

SBA Math Scores Breakdown

Grade Level	WA State	SIA
3	50% proficient	62% proficient
4	48% proficient	53% proficient
5	41% proficient	64% proficient
6	47% proficient	42% proficient
7	38% proficient	38% proficient
8	48% proficient	55% proficient
10	28% proficient	23% proficient

SBA Scores - Math

SBA ELA Scores Breakdown

Grade Level	WA State	SIA
3	48% proficient	54% proficient
4	49% proficient	41% proficient
5	53% proficient	64% proficient
6	47% proficient	53% proficient
7	51% proficient	51% proficient
8	48% proficient	55% proficient
10	60% proficient	76% proficient

SBA Scores - ELA

Organization	Assessment Grade	Academic Year	Group	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1 Level	Level 2 Level	Level 3 Level	Level 4 Level
State WASHINGTON	3	2023-24	Overall	74821		2426 ± 0	28%	22%	21%	27%
	4	2023-24	Overall	77647		2468 ± 0	30%	19%	21%	28%
	5	2023-24	Overall	78381		2507 ± 0	27%	19%	27%	26%
	6	2023-24	Overall	76598		2520 ± 0	27%	24%	29%	18%
	7	2023-24	Overall	76631		2547 ± 0	26%	21%	33%	18%
	8	2023-24	Overall	76515		2557 ± 0	26%	24%	32%	16%
	10	2023-24	Overall	88649		2600 ± 0	19%	19%	32%	28%
District Spokane Interna...	3	2023-24	Overall	95		2444 ± 8	17%	27%	24%	30%
	4	2023-24	Overall	91		2462 ± 9	27%	30%	24%	17%
	5	2023-24	Overall	69		2522 ± 11	17%	17%	37%	27%
	6	2023-24	Overall	67		2527 ± 12	19%	26%	37%	16%
	7	2023-24	Overall	66		2555 ± 12	16%	31%	36%	15%
	8	2023-24	Overall	55		2579 ± 12	16%	27%	41%	14%
	10	2023-24	Overall	13		2626 ± 34	7%	15%	38%	38%

How do we compare to similar schools?

SIA State Report Card

756
Students Enrolled
2023-24 School Year

55.8% **49.4%** **53.9%**

Met ELA*   Met Math   Met Science
Standards   Standards   Standard

Spring 2023

Graduated in 4 Years
2022-23 School Year

35.1% **32.0%**

High Math   High ELA*
Growth   Growth

2022-23 School Year

*ELA = English Language Arts

80.5%
Students Attending 90% or
More of School Days
2022-23 School Year

$16,767
Per-pupil Expenditure
2022-23 School Year

56
Number of Classroom
Teachers
2022-23 School Year

6.7
Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

Washington State Report Card

1,100,059
Students Enrolled
2023-24 School Year

50.7% **39.1%** **42.9%**
Met ELA*   Met Math   Met Science
Standards   Standards   Standard
Spring 2023

83.6%
Graduated in 4 Years
2022-23 School Year

33.5% **33.5%**
High Math   High ELA*
Growth   Growth
2022-23 School Year

ELA = English Language Arts

69.7%
Students Attending 90% or
More of School Days
2022-23 School Year

$18,287
Per-pupil Expenditure
2022-23 School Year

69,499
Number of Classroom
Teachers
2022-23 School Year

13.0
Average Years of Teaching
Experience
2022-23 School Year

*Data is collected on different timelines
throughout the year. To provide the most
current data possible, each measure is updated
as data become available.*

Arlington Elementary School Report Card

402
Students Enrolled
2023-24 School Year

69.1%
Students Attending 90% or More of School Days
2022-23 School Year

30.0%
Met ELA* Standards

21.3%
Met Math Standards
Spring 2023

31.7%
Met Science Standard

$22,044
Per-pupil Expenditure
2022-23 School Year

Graduated in 4 Years
2022-23 School Year

42
Number of Classroom Teachers
2022-23 School Year

17.6%
High Math Growth

27.5%
High ELA* Growth

2022-23 School Year

12.0
Average Years of Teaching Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

*ELA = English Language Arts

Garry Middle School Report Card

413
Students Enrolled
2023-24 School Year

24.3% **17.2%** **20.8%**
Met ELA* / Met Math / Met Science
Standards / Standards / Standard
Spring 2023

Graduated in 4 Years
2022-23 School Year

28.2% **17.5%**
High Math / High ELA*
Growth / Growth
2022-23 School Year

ELA = English Language Arts

57.6%
Students Attending 90% or
More of School Days
2022-23 School Year

$20,976
Per-pupil Expenditure
2022-23 School Year

50
Number of Classroom
Teachers
2022-23 School Year

8.2
Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

Rogers High School Report Card

1,529
Students Enrolled
2023-24 School Year

46.4%
Met ELA*
Standards

13.0%
Met Math
Standards
Spring 2023

22.2%
Met Science
Standard

91.4%
Graduated in 4 Years
2022-23 School Year

High Math
Growth

High ELA*
Growth

2022-23 School Year

*ELA = English Language Arts

51.6%
Students Attending 90% or
More of School Days
2022-23 School Year

$19,692
Per-pupil Expenditure
2022-23 School Year

110
Number of Classroom
Teachers
2022-23 School Year

13.9
Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

Coversheet

Board Training and Public Disclosure Info for all Board Members

Section: XI. Governance
Item: C. Board Training and Public Disclosure Info for all Board Members
Purpose: FYI
Submitted by:
Related Material: Required board training.pdf
                      F1 Public Disclosure .pdf

WASHINGTON STATE
Charter School Commission

P.O. Box 40996
Olympia WA 98504-0996
Phone: (360) 725-5511
Email: charterschoolinfo@k12.wa.us

Board and Administrative Staff Training
RCW 28A.710.030, 42.30 & 42.56

The school shall comply with RCW 42.30 and 42.56, as well as the 2023 updates to RCW 28A.710.030. All administrative staff and board members shall complete required training. Schools must collect evidence of all Board Members and Administrative Staff completing **annual** training to support the effective operation & oversight of the charter school within 90 days of active membership (or of employment, for staff):

- Open Public Meetings Act - Office of the Attorney General - Open Government Training
- Public Records Act - Office of the Attorney General - Open Government Training
- Compliance with requirements governing employment of properly credentialed instructional staff
- Permitted use of public funds

Certificates from training should be filed so as to be immediately available to Commission or other state agencies as requested.

Name	Staff/Board Position	Start Date	Date of OPMA Training	Date of PRA Training	Date of employment of properly credentialed instructional staff Training	Date of Permitted uses of Public Funding Training
Mary Velasquez	Board Chair	8/1/21	9/30/23		9/20/23	
Jeff Hyslop	Board Vice Chair	8/1/22	9/30/23		10/27/23	
Stacy Hill	Board Secretary	8/1/21	9/30/23		10/4/23	
Ken Vorhees	Board Member	8/1/22	9/8/23	1/30/24	9/20/23	2/9/24
Matthew Hoag	Treasurer	8/1/22	9/30/23		9/23/23	
Guillermo Espinosa	Board Member	8/1/23	9/30/23		9/21/23	
Cassie Anderson	Board Member	8/1/23	12/12/23	12/12/23	10/30/23	
John Pell	Board Member	8/1/23	9/30/23		9/20/23	
Robert A.Schloss (Bob Castle)	Board Member	8/1/23	9/30/23		9/20/23	

WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

P.O. Box 40996
Olympia WA 98504-0996
Phone: (360) 725-5511
Email: charterschoolinfo@k12.wa.us

David James	Board Member	10/24/23	12/29/23	12/29/23	11/3/23	

SPOKANE
INTERNATIONAL ACADEMY

Re: F1 Public Disclosure
Date: May 1, 2024

This letter lists the Board members who have filed their F-1 disclosures in alignment with their service on a public board. SIA leadership will continue to work with the individuals who still need to meet the requirements to ensure their filing is complete.

Name	Board Role	Date Received
Mary Velasquez	Board Chair	Not yet filed
Jeff Hyslop	Vice Chair	Not yet filed
Matt Hoag	Treasurer	April 15, 2024
Stacy Hill	Secretary	March 19, 2024
Ken Vorhees	Member	March 25, 2024
Bob Castle	Member	Not yet filed
Guillermo Espinoza	Member	September 19, 2023
Cassie Anderson	Member	September 19, 2023; March 12, 2024
David James	Member	April 12, 2024
John Pell	Member	Not yet filed
Josiah J Lara	Member	May 6, 2024

Sincerely,

Morgen Flowers-Washington
Head of School
SpokaneInternational Academy

777 E Magnesium Road, Spokane, WA 99208   **(509) 209-8730**   **www.spokaneintlacademy.org**