Spokane International Academy

Monthly Board Meeting

September

Published on September 22, 2025 at 9:42 AM PDT
Amended on August 24, 2026 at 8:43 AM PDT

Date and Time

Wednesday September 24, 2025 at 4:30 PM PDT

Location

Spokane International Academy, Media Center
777 E Magnesium Rd, Spokane, WA 99208

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**4:30 PM**
	A. Record Attendance		Cassie Anderson	3 m
	B. Call the Meeting to Order		Cassie Anderson	1 m
II.	**Consent Agenda**			**4:34 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

		Purpose	Presenter	Time

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

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

A.	Approve Minutes	Approve Minutes		1 m
	Approve minutes for August Meeting and Annual Retreat on August 15, 2025			
B.	August Financials	Vote		
C.	July Financials	Vote		
D.	School Specific Goals	Vote	Morgen R Flowers-Washington	
E.	Policy 2161P	Vote		
	Special Education and Related Services for Eligible Students			
F.	Policy 2410/2410P	Vote		
	High School Graduation Requirements			

- Policy 2410
- Procedure 2410P

G.	Policy 3143	Vote		
	Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm			
H.	Policy 3210	Vote		
	Nondiscrimination			
I.	Updated Student & Family Handbook	Vote		

		Purpose	Presenter	Time
J.	Updated Staff Handbook	Vote		
K.	PE Waiver	Vote		

- Grades 7 & 8 Only
- High School

III. Public Comment

IV. Enrollment Update — 4:35 PM

A.	Enrollment Report FTE / Headcount	Discuss	Morgen R Flowers-Washington	5 m

V. Hiring Update — 4:40 PM

A.	Family and Community Organizer	FYI	Morgen R Flowers-Washington	2 m

VI. Head of School Items — 4:42 PM

A.	Head of School Goals For Board Approval	Vote	Morgen Flowers-Washington	10 m
B.	End of Year Goals/ARC 1 Work	Discuss	Morgen Flowers-Washington	10 m
C.	September Update The floor is open for questions, if any.	Discuss	Morgen Flowers-Washington	6 m
D.	Charter Renewal Update	Discuss	Morgen R Flowers-Washington	8 m
E.	Excellent Schools of Washington (EWSA) Schools Showcase September 29, 2025, 9:30 AM-11:00 AM Spokane International Academy	FYI	Morgen R Flowers-Washington	5 m

		Purpose	Presenter	Time
F.	25-26 School Calendar	FYI	Morgen Flowers-Washington	2 m

https://docs.google.com/spreadsheets/d/1ZvpmVH_zj4FTSD9pB-H8MijUbvvotQkwKtTS_Qmox1c/edit?usp=sharing

VII. Governance — 5:23 PM

A.	Board Compliance Requirements: Board & Administrative Staff Training	Discuss	Cassie Anderson	5 m

Board and Administrative Staff Training
RCW 28A.710.030, 42.30 & 42.56
Due October, 2025

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 the 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 (VIDEO and Completion Survey)
- Permitted use of public funds (VIDEO, Presentation Slides, Completion Survey)

Certificates from training should be filed so as to be immediately available to Commission or other state agencies as requested.

B.	Board Compliance Requirements: Annual F1 Personal Disclosure Statement Attestation	FYI	Cassie Anderson	3 m

Each charter school board member must file an annual F-1 Personal Financial Affairs Statement with the Washington State Public Disclosure Commission (PDC), as required by Contract § 4.10. The statement must be filed between **January 1 and April 15** each year **or within two weeks of a new member joining the board. A copy of each board member's filed statement must also be submitted to the**

		Purpose	Presenter	Time
	Washington State Charter School Commission. This requirement ensures transparency in governance and public accountability.			
C.	Board Commitment Form	Discuss	Cassie Anderson	5 m
D.	Board Committees & Sign Up	Discuss	Cassie Anderson	5 m

- Governance
- Finance
- Diversity, Equity, and Inclusion
- Development and Foundation Committee
- Academic Excellence
- Facilities

VIII. Other Business — 5:41 PM

A.	Review of the Board Retreat	Discuss	Cassie Anderson	8 m
B.	23/24 Audit	Discuss	Sam Schweda	5 m

IX. Closing Items — 5:54 PM

A.	Adjourn Meeting	Vote		1 m

Coversheet

Approve Minutes

Section: II. Consent Agenda
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for August Meeting and Annual Retreat on August 15, 2025
2025_08_15_august_meeting_and_annual_retreat_minutes.pdf

APPROVED

Spokane International Academy

Minutes

August Meeting and Annual Retreat

Date and Time
Friday August 15, 2025 at 12:00 PM

Location
Spokane International Academy, 777 E Magnesium Rd, Spokane, WA 99208

Directors Present
Ashlee Lent, Cassie Anderson, Charina Carothers (remote), Javier Medina, John Pell, Ron Poplawski

Directors Absent
Bob Castle, David James, Guillermo Espinosa, Maureen Rosette

Directors who arrived after the meeting opened
Charina Carothers

Guests Present
Brad DeJager, Caryn McGee, Chandalee Wood, Joel Perez, Mathias Sanders, Morgen Flowers-Washington, Myra Keast

I. Opening Items

A. **Record Attendance**

B. **Call the Meeting to Order**

Cassie Anderson called a meeting to order on Friday Aug 15, 2025 at 12:15 PM.

C. Approve July Minutes

John Pell made a motion to approve the minutes from July Regular Board Meeting on 07-30-25.
Javier Medina seconded the motion.
The team **VOTED** unanimously to approve the motion.

II. Governance

A. Review By-Laws

No questions at this time.

Cassie Anderson will bring the discussion back at a future meeting.

B. Elect Open Positions

- Board Treasurer
- Foundation Chair
  - The Purpose of the Foundation is to raise money specifically for student trips (Nature Bridge and International trip). The new Chair will have the opportunity to meet with former Chair, Matt Hoag to ensure a smooth transition. Note: The Foundation Chair does not necessarily have to be a Board Member; however, they will need support from the Board. Table this discussion for a future board meeting (by the end of 2025).

The Board elected a new Treasurer.
Cassie Anderson made a motion to Nominate Ashley Lent as Board Treasurer.
Charina Carothers seconded the motion.
Ashley Lent would like to consider the Treasurer and will remain on the Finance Committee.
The team **VOTED** unanimously to approve the motion.

C. Potential New Board Member: C. Vroman

Carrie Vroman is unable to attend today's meeting.
Carrie met with Morgen Flowers-Washington in early July.
Expertise is in finance.

The Board decided to table to vote until the September meeting.
Charina Carothers arrived at 12:27 PM.

D.

Board Commitment Form

The Commission suggested implementing a Board Commitment Form for Board Members to have a better understanding of their role. See draft. Making sure members are aware of by-laws, the mission, participation, Head of School evaluation, ambassadorship, and serving on committees.

Regarding financial commitment, the Board will decide on an agreed-upon amount or threshold. The board will do a survey.

Finalize the draft by the September meeting. Any edits or additions and/or comments, email Cassie Anderson and/or Myra Keast by the 2nd week of September.

E. Discuss SY 25-26 Board Meeting Times

Cassie Anderson would like to see improvement in the In-person attendance of Board members at monthly meetings, and strongly suggests that they at least attend in person once every quarter. It is understood that a Board member may sometimes attend virtually due to travel, etc.

The Board also would like to encourage attendance from members of the school community.

- Promote board meetings to the school parents (calendar, newsletter)
- Invite the CAT team (parent group) or a representative
- Invite the student council to present

F. Review Expectations for Board Trainings

New Board members have to complete the required annual board training by October

Myra Keast will email all the links to the Board. Once completed, provide proof of completion to Cassie Anderson and Myra Keast.

G. Board Committees

Cassie Anderson aims to improve the implementation of Board committees.

Table discussion to the September meeting.

Note: The Finance Committee is next week. Send invites to Ron Poplawski and Javier Medina, new Board members.

III. Head of School Update

A. Enrollment

Enrollment Update as of this date:

- 908 students
- over 100 students on the waitlist
- continues to actively recruit as well

B. Hiring & Staffing

Pending Offers:
1-Math Intervention (K-5) small groups or 1:1 support
1-Instructional Assistant
1-Building Sub

Staff Training starts 8/20/25-8/21/25 for new hires (Teachers and IAs)
All teachers return on 8/22/25, which is the start of their contract.
All staff return

New hires:

- 3 teachers in Primary
  - 1 resigned and was replaced
  - 1 replacement- the teacher moved from Kindergarten to STEAM
  - 1 additional first-grade classroom teacher
- 1 Math Literacy coach

- 5 in Secondary
  - 2 resigned and were replaced
  - 3 hired for new roles: Social Studies, Physics, and ELA

The Math Coach will cover until the Math Interventionist is hired. Support starts in the 2nd week of September.

Positions that are contracted out: (1) SLP, OT, PT, and Psychologist

Hiring for a School Psychologist role has been difficult.

Ashley suggests developing someone internally, which could be a 2-year program. SIA does not have anyone on staff at this time.

John Pell will look into Whitworth's program.

Russ Battiata joins at 12:55 pm.

C. Head of School Goals

Morgen Flowers-Washington will present this item at the September meeting.

D. School-Wide Goals

Morgen will present goals in September

IV. 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 12:55 PM.

Respectfully Submitted,
Javier Medina

DRAFT

Spokane International Academy

Minutes

August Meeting and Annual Retreat

Date and Time
Friday August 15, 2025 at 12:00 PM

Location
Spokane International Academy, 777 E Magnesium Rd, Spokane, WA 99208

Directors Present
Ashlee Lent, Cassie Anderson, Charina Carothers (remote), Javier Medina, John Pell, Ron Poplawski

Directors Absent
Bob Castle, David James, Guillermo Espinosa, Maureen Rosette

Directors who arrived after the meeting opened
Charina Carothers

Guests Present
Brad DeJager, Caryn McGee, Chandalee Wood, Joel Perez, Mathias Sanders, Morgen Flowers-Washington, Myra Keast

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Cassie Anderson called a meeting to order on Friday Aug 15, 2025 at 12:15 PM.

C. Approve July Minutes

John Pell made a motion to approve the minutes from July Regular Board Meeting on 07-30-25.
Javier Medina seconded the motion.
The team **VOTED** unanimously to approve the motion.

II. Governance

A. Review By-Laws

No questions at this time.

Cassie Anderson will bring the discussion back at a future meeting.

B. Elect Open Positions

- Board Treasurer
- Foundation Chair
  - The Purpose of the Foundation is to raise money specifically for student trips (Nature Bridge and International trip). The new Chair will have the opportunity to meet with former Chair, Matt Hoag to ensure a smooth transition. Note: The Foundation Chair does not necessarily have to be a Board Member; however, they will need support from the Board. Table this discussion for a future board meeting (by the end of 2025).

The Board elected a new Treasurer.
Cassie Anderson made a motion to Nominate Ashley Lent as Board Treasurer.
Charina Carothers seconded the motion.
Ashley Lent would like to consider the Treasurer and will remain on the Finance Committee.
The team **VOTED** unanimously to approve the motion.

C. Potential New Board Member: C. Vroman

Carrie Vroman is unable to attend today's meeting.
Carrie met with Morgen Flowers-Washington in early July.
Expertise is in finance.

The Board decided to table to vote until the September meeting.
Charina Carothers arrived at 12:27 PM.

D.

Board Commitment Form

The Commission suggested implementing a Board Commitment Form for Board Members to have a better understanding of their role. See draft. Making sure members are aware of by-laws, the mission, participation, Head of School evaluation, ambassadorship, and serving on committees.

Regarding financial commitment, the Board will decide on an agreed-upon amount or threshold. The board will do a survey.

Finalize the draft by the September meeting. Any edits or additions and/or comments, email Cassie Anderson and/or Myra Keast by the 2nd week of September.

E. Discuss SY 25-26 Board Meeting Times

Cassie Anderson would like to see improvement in the In-person attendance of Board members at monthly meetings, and strongly suggests that they at least attend in person once every quarter. It is understood that a Board member may sometimes attend virtually due to travel, etc.

The Board also would like to encourage attendance from members of the school community.

- Promote board meetings to the school parents (calendar, newsletter)
- Invite the CAT team (parent group) or a representative
- Invite the student council to present

F. Review Expectations for Board Trainings

New Board members have to complete the required annual board training by October

Myra Keast will email all the links to the Board. Once completed, provide proof of completion to Cassie Anderson and Myra Keast.

G. Board Committees

Cassie Anderson aims to improve the implementation of Board committees.

Table discussion to the September meeting.

Note: The Finance Committee is next week. Send invites to Ron Poplawski and Javier Medina, new Board members.

III. Head of School Update

A. Enrollment

Enrollment Update as of this date:

- 908 students
- over 100 students on the waitlist
- continues to actively recruit as well

B. Hiring & Staffing

Pending Offers:
1-Math Intervention (K-5) small groups or 1:1 support
1-Instructional Assistant
1-Building Sub

Staff Training starts 8/20/25-8/21/25 for new hires (Teachers and IAs)
All teachers return on 8/22/25, which is the start of their contract.
All staff return

New hires:

- 3 teachers in Primary
  - 1 resigned and was replaced
  - 1 replacement- the teacher moved from Kindergarten to STEAM
  - 1 additional first-grade classroom teacher
- 1 Math Literacy coach

- 5 in Secondary
  - 2 resigned and were replaced
  - 3 hired for new roles: Social Studies, Physics, and ELA

The Math Coach will cover until the Math Interventionist is hired. Support starts in the 2nd week of September.

Positions that are contracted out: (1) SLP, OT, PT, and Psychologist

Hiring for a School Psychologist role has been difficult.

Ashley suggests developing someone internally, which could be a 2-year program. SIA does not have anyone on staff at this time.

John Pell will look into Whitworth's program.

Russ Battiata joins at 12:55 pm.

C. Head of School Goals

Morgen Flowers-Washington will present this item at the September meeting.

D. School-Wide Goals

Morgen will present goals in September

IV. 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 12:55 PM.

Respectfully Submitted,
Javier Medina

Coversheet

August Financials

Section: II. Consent Agenda
Item: B. August Financials
Purpose: Vote
Submitted by:
Related Material: Additional_notes_for_AP_Payroll-August.xlsx
Wire_register_08.25.pdf
Payroll_as_a_percent_of_Exp (7).xlsx
Aug_mid_AP_2025-x_run.pdf
Aug_mid_AP_2025.pdf
Aug_EOM_AP_2025.pdf
Aug_Payroll_2025.pdf
CF24.25 (17).xlsx
Aug 2025 Budget Status.pdf

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:

Additional_notes_for_AP_Payroll-August.xlsx

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board. As of September 24, 2025 the board, by a _____ vote, approves payments, totaling $105,417.70. The payments are further identified in this document. Total by Payment Type for Private/Public Account, UMPQUA BANK: Wire/ACH payments totaling $105,417.70.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Type	Vendor Name		Date	Amount
ACH	Umpqua Credit Card	July Statement	8/15/2025	$ 9,942.70
ACH	SIA-Magnesium		8/29/2025	$ 95,475.00
		2 ACH/Wire	For a Total of	$105,417.70

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:

Payroll_as_a_percent_of_Exp (7).xlsx

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

As of September 24, 2025, the board, by a _____ vote, approves payments, totaling $2,100.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 20212 through 20212, totaling $2,100.00

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
20212	DAVIS, TRISTANDOSS	08/05/2025	2,100.00

1 Computer Check(s) For a Total of 2,100.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	2,100.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		2,100.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,100.00

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

As of September 24, 2025, the board, by a _____ vote, approves payments, totaling $25,426.99. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 20213 through 20233, totaling $25,426.99

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
20213	APOYO COACHING AND CONSULTING,	08/15/2025	3,500.00
20214	CENTURYLINK	08/15/2025	250.69
20215	CITY OF SPOKANE	08/15/2025	2,918.57
20216	COMCAST BUSINESS	08/15/2025	402.17
20217	DE LAGE LANDEN FINANCIAL SERVI	08/15/2025	1,239.46
20218	DEPT OF LABOR AND INDUSTRIES	08/15/2025	195.00
20219	ESD 123	08/15/2025	25.00
20220	FLOWERS WASHINGTON, MORGEN	08/15/2025	134.37
20221	FOLLETT SOFTWARE, LLC	08/15/2025	1,199.64
20222	GUIDEONE INSURANCE COMPANY	08/15/2025	7,707.25
20223	HARLOW'S SCHOOL BUS SERVICE IN	08/15/2025	3,048.98
20224	JOHNSON CONTROLS FIRE PROTECTI	08/15/2025	1,445.58
20225	KUTAK ROCK LLP	08/15/2025	447.50
20226	LEAF CAPITAL FUNDING, LLC.	08/15/2025	113.99
20227	MOON SECURITY SERVICE INC	08/15/2025	166.07
20228	SHERWIN-WILLIAMS CO	08/15/2025	288.32
20229	SIGNS FOR SUCCESS	08/15/2025	982.92
20230	SPOKANE FARP	08/15/2025	165.00
20231	SPRAGUE PEST SOLUTIONS	08/15/2025	446.53
20232	WASBO	08/15/2025	675.00
20233	ZOOM VIDEO COMMUNICATIONS INC.	08/15/2025	74.95

21 Computer Check(s) For a Total of 25,426.99

	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
	21	Computer	Checks For a Total of	25,426.99
Total For	21	Manual, Wire Tran, ACH & Computer Checks		25,426.99
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	25,426.99

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

As of September 24, 2025, the board, by a _____ vote, approves payments, totaling $237,971.35. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 20241 through 20272, totaling $237,971.35

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
20241	ALBRIGHT, JAYDE	08/29/2025	140.60
20242	AUTO-CHLOR SYSTEM	08/29/2025	343.67
20243	Avista	08/29/2025	15,124.86
20244	BASSETT, EMILY	08/29/2025	58.35
20245	BRAUN, RODNEY	08/29/2025	3,250.00
20246	CENTURYLINK	08/29/2025	281.57
20247	CNB COMPUTERS USA, INC. DBA SY	08/29/2025	32,620.90
20248	COMMUNITY COLLEGES OF SPOKANE	08/29/2025	20,627.34
20249	EDNETICS NETWORK	08/29/2025	20,761.50
20250	EIDE BAILLY LLP	08/29/2025	4,369.05
20251	FATBEAM LLC	08/29/2025	1,390.00
20252	FIRE PROTECTION SPECIALISTS, L	08/29/2025	1,014.58
20253	FLOWERS WASHINGTON, MORGEN	08/29/2025	586.31
20254	GADDY, MOLLY	08/29/2025	1,260.00
20255	GOJOE PATROL INC	08/29/2025	961.69
20256	GREENSCAPE	08/29/2025	4,500.42
20257	INLAND PUBLICATIONS, INC.	08/29/2025	590.00
20258	KCDA PURCHASING COOPERATIVE	08/29/2025	7,170.60
20259	MACKIN & LITTLE, INC	08/29/2025	1,548.25
20260	MAY, CHAD	08/29/2025	268.80
20261	MONTES, JENIFFER Ann	08/29/2025	20.00
20262	PIA, JENNA	08/29/2025	2,262.96
20263	RAINBOW ELECTRIC, INC.	08/29/2025	85,668.60
20264	RELAY GRADUATE SCHOOL OF EDUCA	08/29/2025	30,850.00
20265	ROYAL BUSINESS SYSTEMS, INC	08/29/2025	303.79
20266	SPRAGUE PEST SOLUTIONS	08/29/2025	119.80
20267	SWECKER, ANNA	08/29/2025	13.15
20268	URM	08/29/2025	735.32
20269	WASBO	08/29/2025	140.00
20270	WIAA	08/29/2025	835.00
20271	WSIPC	08/29/2025	79.29
20272	ZOOM VIDEO COMMUNICATIONS INC.	08/29/2025	74.95

Check Nbr	Vendor Name	Check Date	Check Amount
32	Computer	Check(s) For a Total of	237,971.35

	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
	32	Computer	Checks For a Total of	237,971.35
Total For	32	Manual, Wire Tran, ACH & Computer Checks		237,971.35
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	237,971.35

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 September 24, 2025, 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 20234 through 20236
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 900007878 through 900007988
in the total amount of $831,451.20.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

4pacpv04.p SPOKANE INTERNATIONAL ACADEMY 10:14 AM 08/21/25
05.25.06.00.00-010051 PAY SUMMARY FOR PR / Payroll - AFTER CALCS PAGE: 1
CHECK DATE: 08/29/2025 PERIOD ENDING DATE: 08/29/2025
HR\PA\CP\PE - 748 - Board

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
CAPR3	ASSOCIATE PR	3	2.0000		21,888.09	320.00
CASP3	ADMIN OFFICE	1	1.0000		4,587.90	120.00
CCF3	COMM OUTREACH	2	2.0000		7,285.04	
CCFO3	CHIEF FIN OFF	1	1.0000		11,777.09	160.00
CCOU3	COUNSELOR	5	3.0000		16,549.40	
CCUS4	FACILITIES	7	6.0000		19,805.81	960.00
CDOP3	DIR OF OPS	6	2.0000		12,938.26	320.00
CDSS3	DIR OF SPECIAL	7	3.0000		28,177.39	400.00
CIA3	INST AIDE	60	25.0000		53,183.16	
CIAB3	INST AIDE	3	1.0000		1,880.97	
CINT3	INT COACH	3	3.0000		20,762.01	
CKIT4	KITCHEN MGR	1	1.0000		2,866.86	
CKTA4	KITCHEN ASSIST	3	3.0000		6,310.93	
CLGY5	LONGEVITY	27	26.0000		7,832.97	
CMGF3	MANAGER FINANCE	4	2.0000		9,678.84	120.00
CMGH3	HR SPECIALIST	1	1.0000		3,688.88	120.00
COFF3	OFFICE ASSIST	15	4.0000		10,625.29	168.00
CSUP3	SUPERINTENDENT	4	1.0000		15,416.67	160.00
CTC13	TEACHER	131	51.0000		279,988.07	192.00
CTC23	TEACHER	4	2.0000		5,978.78	
CTSU3	BLDG SUB	7	3.0000		6,981.42	
LWOP3	LWOP	8		-15.2500	-573.21	-15.30
NATB5	NATB5	2	2.0000		12,648.00	
SUP15	SUPPLEMENTAL	4	204.0000		5,240.07	204.00
SUP35	SUPPLEMENTAL	1	48.0000		1,100.00	48.00
TCUS4	CUSTODIAN	2		-133.0000	-2,711.87	-133.00
TEXT3	EXTRA TIME	1		56.0000	1,402.39	56.00
TFAC4	FACILITY COOR	1		-28.7500	-593.98	-28.80
TIA23	INSTAIDE-S2	2		96.0000	1,900.00	96.00
TIAS3	INST AIDE-S	7		284.0000	5,720.82	284.00
TKIT4	KITCHEN MGR	1		23.5000	543.32	23.50
TOFF3	OFFICE ASST	8			105.60	
TPLC5	P/L Buyback	64		891.7500	17,835.00	891.90

CHECK DATE: 08/29/2025 PERIOD ENDING DATE: 08/29/2025

HR\PA\CP\PE - 748 - Board

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
	REPORT TOTAL	396	397.0000	1174.2500	590,819.97	4466.30

CHECK DATE: 08/29/2025 PERIOD ENDING DATE: 08/29/2025

HR\PA\CP\PE - 748 - Board

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	396	35,847.31
1FIT	FED INC TAX	FEDERAL TAX	396	41,496.41
1FIT+	FIT ADD AMT	FEDERAL TAX	61	5,121.00
1MED	MEDICARE	MEDICARE	396	8,383.70
1PFML	WA PAID FML	PFML	396	3,887.60
1ReE0	SERS PLAN 0	RETIREMENT	3	
1ReE2	SERS PLAN 2	RETIREMENT	112	9,254.53
1ReE3	SERS PLAN 3	RETIREMENT	34	1,812.97
1ReT0	TRS PLAN 0	RETIREMENT	14	
1ReT2	TRS 2	RETIREMENT	119	14,883.72
1ReT3	TRS PLAN 3	RETIREMENT	94	15,752.97
1WC	WORKERS' COMP	WORKERS' COMP	330	1,278.95
1WLTC	WA LTC	LONG-TERM CARE	375	3,235.89
ACH#2	ACH#2		2	2,905.01
DCP	DCP DRS	TSA-BEFORE TAX	4	3,362.69
DCP R	DCP ROTH	TSA-AFTER TAX	4	1,205.00
DCS-P	CHILD SUPPORT		4	911.00
HCFSA	Medical FSA	OTH BEF TAX	10	625.01
HEHSA	Health Eqty-HSA	OTH BEF TAX	10	1,379.00
KP1CR	Kai WA Smt1 E/C	OTH BEF TAX	3	70.00
KP1ER	Kai WA Smt1 EMP	OTH BEF TAX	1	40.00
KP2ER	Kai WA Smt2 EMP	OTH BEF TAX	10	595.00
KP2FR	Kai WA Smt2 FAM	OTH BEF TAX	3	367.00
KP3ER	Kai WA Smt3 EMP	OTH BEF TAX	3	270.00
KW1ER	Kai WA Core1EMP	OTH BEF TAX	12	115.00
KW1FR	Kai WA Core1FAM	OTH BEF TAX	4	138.00
KW1SR	Kai WA Core1E/S	OTH BEF TAX	3	46.00
KW2CR	Kai WA Core2E/C	OTH BEF TAX	7	192.00
KW2ER	Kai WA Core2EMP	OTH BEF TAX	2	55.00
KW2SR	Kai WA Core2E/S	OTH BEF TAX	1	110.00
KWSCR	Kai WA SndChE/C	OTH BEF TAX	1	214.00
KWSER	Kai WA SndChEMP	OTH BEF TAX	13	610.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	9	1,198.00
LTD50	Emp Pd LTD 50%		34	116.19
LTD60	Emp Pd LTD 60%		145	746.22
LTDBU	Supp LTD		2	
P-AJ2	PAY ADJUST		3	2,100.00
PHCR	Prem Hgh PPOE/C	OTH BEF TAX	4	472.00
PHER	Prem Hgh PPOEMP	OTH BEF TAX	5	270.00
PHFR	Prem Hgh PPOFAM	OTH BEF TAX	3	405.00
PHSR	Prem Hgh PPOE/S	OTH BEF TAX	2	270.00
PMER	Prem HMCrEPOEMP	OTH BEF TAX	11	85.00
PMSR	Prem HMCrEPOE/S	OTH BEF TAX	5	152.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	2	138.00
PSER	Prem Std PPOEMP	OTH BEF TAX	21	632.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	7	711.00
V1ER	UMPACP-UWMedEMP	OTH BEF TAX	2	104.00
VACR	UMP Achieve2E/C	OTH BEF TAX	7	438.00
VAER	UMP Achieve2EMP	OTH BEF TAX	7	500.00
VAFR	UMP Achieve2FAM	OTH BEF TAX	2	375.00
VASR	UMP Achieve2E/S	OTH BEF TAX	2	500.00
VHSAC	UMP CDHP E/C	OTH BEF TAX	4	37.00
VHSAF	UMP CDHP FAM	OTH BEF TAX	4	63.00

CHECK DATE: 08/29/2025 PERIOD ENDING DATE: 08/29/2025

HR\PA\CP\PE - 748 - Board

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
VHSAS	UMP CDHP E/S	OTH BEF TAX	2	42.00
VUCR	UMP Achieve1E/C	OTH BEF TAX	8	350.00
VUER	UMP Achieve1EMP	OTH BEF TAX	35	830.00
VUFR	UMP Achieve1FAM	OTH BEF TAX	6	240.00
			3155	164,939.17

CHECK DATE: 08/29/2025 PERIOD ENDING DATE: 08/29/2025

HR\PA\CP\PE - 748 - Board

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	396	35,847.31
1MED	MEDICARE	MEDICARE	396	8,383.70
1PFML	WA PAID FML	PFML	396	1,547.96
1ReE0	SERS PLAN 0	RETIREMENT	3	
1ReE2	SERS PLAN 2	RETIREMENT	113	12,534.13
1ReE3	SERS PLAN 3	RETIREMENT	34	2,406.95
1ReT0	TRS PLAN 0	RETIREMENT	22	
1ReT2	TRS PLAN 2	RETIREMENT	119	18,207.64
1ReT3	TRS PLAN 3	RETIREMENT	94	22,837.74
1UC	UNEMPLOYMENT	UNEMPLOY COMP	396	2,864.00
1WC	WORKERS' COMP	WORKERS' COMP	330	2,731.55
SEBB	SEBB		267	133,114.00
VHSS1	UMP CDHP EE HSA		10	156.25
			2576	240,631.23

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

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:

CF24.25 (17).xlsx

10--GENERAL FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the SPOKANE INTERNATIONAL ACADEMY School District for the Month of August , 2025

	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	96,500	20,812.68	251,356.65		154,856.65-	260.47
3000 STATE, GENERAL PURPOSE	10,436,363	934,637.64	9,261,117.60		1,175,245.40	88.74
4000 STATE, SPECIAL PURPOSE	2,453,768	211,980.54	2,521,848.13		68,080.13-	102.77
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	1,229,066	.00	787,100.85		441,965.15	64.04
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	612,000.00	797,385.00		797,385.00-	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	14,215,697	1,779,430.86	13,618,808.23		596,888.77	95.80
B. EXPENDITURES						
00 Regular Instruction	6,512,585	623,959.61	6,752,048.34	9,202.04	248,665.38-	103.82
10 Federal Stimulus	94,456	.00	20,273.43	0.00	74,182.57	21.46
20 Special Ed Instruction	1,327,791	91,513.75	1,418,184.94	0.00	90,393.94-	106.81
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.	1,108,417	73,812.35	705,961.55	0.00	402,455.45	63.69
70 Other Instructional Pgms	22,213	1,806.84	23,741.47	0.00	1,528.47-	106.88
80 Community Services	5,125	10,605.77	114,562.82	0.00	109,437.82-	> 1000
90 Support Services	5,124,687	420,568.32	4,535,532.50	79,731.69	509,422.81	90.06
Total EXPENDITURES	14,195,274	1,222,266.64	13,570,305.05	88,933.73	536,035.22	96.22
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)	20,423	557,164.22	48,503.18		28,080.18	137.49
F. TOTAL BEGINNING FUND BALANCE	3,200,000		5,215,454.73			
G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,220,423		5,263,957.91			

40--ASB FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the SPOKANE INTERNATIONAL ACADEMY School District for the Month of August , 2025

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	41,325	.00	17,442.73		23,882.27	42.21
2000 Athletics	0	.00	.00		.00	0.00
3000 Classes	0	.00	.00		.00	0.00
4000 Clubs	16,500	.00	24,369.42		7,869.42-	147.69
6000 Private Moneys	0	.00	.00		.00	0.00
Total REVENUES	57,825	.00	41,812.15		16,012.85	72.31
B. EXPENDITURES						
1000 General Student Body	41,325	.00	14,082.11	0.00	27,242.89	34.08
2000 Athletics	0	.00	.00	0.00	.00	0.00
3000 Classes	0	.00	.00	0.00	.00	0.00
4000 Clubs	16,500	.00	18,716.88	0.00	2,216.88-	113.44
6000 Private Moneys	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	57,825	.00	32,798.99	0.00	25,026.01	56.72
C. EXCESS OF REVENUES OVER(UNDER) EXPENDITURES (A-B)	0	.00	9,013.16		9,013.16	0.00
D. TOTAL BEGINNING FUND BALANCE	1,000		7,083.26			
E. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE C+D + OR - E)	1,000		16,096.42			
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		16,096.42			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	1,000		16,096.42			

Coversheet

July Financials

Section: II. Consent Agenda
Item: C. July Financials
Purpose: Vote
Submitted by:
Related Material: Jul_mid_AP_2025.pdf
Jul_EOM_AP_2025.pdf
Wire_register_07.25.pdf
July_Payroll_Summary.pdf
July_Budget_Status.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 **September** 24, 2025, the board, by a _____ vote, approves payments, totaling $2,182.54. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 20175 through 20179, totaling $2,182.54

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
20175	DE LAGE LANDEN FINANCIAL SERVI	07/15/2025	1,055.61
20176	HYSLOP, CAROLYN	07/15/2025	14.40
20177	JARVIS, TATYANA V	07/15/2025	22.60
20178	MOON SECURITY SERVICE INC	07/15/2025	166.07
20179	SHERWIN-WILLIAMS CO	07/15/2025	923.86
5	Computer Check(s) For a Total of		2,182.54

	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
	5	Computer	Checks For a Total of	2,182.54
Total For	5	Manual, Wire Tran, ACH & Computer Checks		2,182.54
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,182.54

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	GENERAL FUND	0.00	37.00	2,145.54	2,182.54

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

As of September 24, 2025, the board, by a _____ vote, approves payments, totaling $85,848.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA BANK:
Warrant Numbers 20190 through 20211, totaling $85,848.00

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
20190	AMAZON CAPITAL SERVICES	07/31/2025	1,145.72
20191	ASSOCIATION OF WASHINGTON BUSI	07/31/2025	500.00
20192	ATS INLAND NW, LLC	07/31/2025	4,047.61
20193	AUTO-CHLOR SYSTEM	07/31/2025	355.94
20194	Avista	07/31/2025	14,461.29
20195	BLOOMZ INC	07/31/2025	5,040.00
20196	BRAUN, RODNEY	07/31/2025	3,250.00
20197	CITY OF SPOKANE	07/31/2025	2,862.67
20198	COMCAST BUSINESS	07/31/2025	387.17
20199	DE LAGE LANDEN FINANCIAL SERVI	07/31/2025	161.72
20200	DEPARTMENT OF ENTERPRISE SERVI	07/31/2025	2,131.20
20201	EDNETICS NETWORK	07/31/2025	2,771.11
20202	FATBEAM LLC	07/31/2025	1,390.00
20203	GOJOE PATROL INC	07/31/2025	914.61
20204	GREENSCAPE	07/31/2025	6,034.33
20205	INLAND NORTHWEST THERAPY, LLC	07/31/2025	15,273.25
20206	NEWESD 101	07/31/2025	15,646.98
20207	PRO MECHANICAL SERVICES, INC	07/31/2025	7,734.09
20208	ROYAL BUSINESS SYSTEMS, INC	07/31/2025	1,095.10
20209	SHERWIN-WILLIAMS CO	07/31/2025	230.96
20210	THE SPOKESMAN-REVIEW	07/31/2025	334.96
20211	WSIPC	07/31/2025	79.29

22 Computer Check(s) For a Total of 85,848.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	22	Computer	Checks For a Total of	85,848.00
Total For	22	Manual, Wire Tran, ACH & Computer Checks		85,848.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	85,848.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	GENERAL FUND	6,396.00	0.00	79,452.00	85,848.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board. As of September 24, 2025 the board, by a _____ vote, approves payments, totaling $123,315.00. The payments are further identified in this document. Total by Payment Type for Private/Public Account, UMPQUA BANK: Wire/ACH payments totaling $123,315.00.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Type	Vendor Name		Date	Amount
ACH	Umpqua Credit Card	June Statement	7/15/2025	$ 27,840.00
ACH	SIA-Magnesium		7/28/2025	$ 95,475.00
		2 ACH/Wire	For a Total of	$123,315.00

Check Date 07/31/2025

CODE	DESCRIPTION	CODE COUNT	ADDED	SUBTRACTED	NET AMT
CAPR3	ASSOCIATE PR	2	20,933.26	0.00	20,933.26
CASP3	ADMIN OFFICE	1	4,374.63	0.00	4,374.63
CCF3	COMM OUTREACH	2	7,285.12	0.00	7,285.12
CCFO3	CHIEF FIN OFF	1	10,943.75	0.00	10,943.75
CCOU3	COUNSELOR	3	16,549.60	0.00	16,549.60
CCUS4	FACILITIES	6	19,805.97	0.00	19,805.97
CDOP3	DIR OF OPS	2	12,938.34	0.00	12,938.34
CDSS3	DIR OF SPECIAL	2	15,010.46	0.00	15,010.46
CIA3	INST AIDE	25	53,184.44	0.00	53,184.44
CIAB3	INST AIDE	1	1,880.98	0.00	1,880.98
CIM13	PRINCIPAL	1	14,375.00	0.00	14,375.00
CINT3	INT COACH	3	20,762.09	0.00	20,762.09
CKIT4	KITCHEN MGR	1	2,866.86	0.00	2,866.86
CKTA4	KITCHEN ASSIST	3	6,311.07	0.00	6,311.07
CLGY5	LONGEVITY	26	7,833.37	0.00	7,833.37
CMGF3	MANAGER FINANCE	2	9,679.00	0.00	9,679.00
CMGH3	HR SPECIALIST	1	3,688.90	0.00	3,688.90
COFF3	OFFICE ASSIST	4	10,625.40	0.00	10,625.40
CTC13	TEACHER	51	279,236.28	0.00	279,236.28
CTC23	TEACHER	2	5,978.84	0.00	5,978.84
CTSU3	BLDG SUB	3	6,981.49	0.00	6,981.49
LWOP3	LWOP	5	0.00	-1,228.06	-1,228.06
RTRO3	RETRO PAY 613	1	929.34	0.00	929.34
TIA3	INST AIDE	2	0.00	-1,022.80	-1,022.80
TIAS3	INST AIDE-S	1	350.00	0.00	350.00
TOV4	OVERTIME	3	1,603.76	0.00	1,603.76
TSU23	SUBSTITUTE	2	1,022.82	0.00	1,022.82
TSUB3	SUBSTITUTE	1	1,164.39	0.00	1,164.39
Total Pay Codes 28		157	536,315.16	-2,250.86	534,064.30

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

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			

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

A. REVENUES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
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 C+D + OR - E)	1,000		9,653.26			
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			

Coversheet

School Specific Goals

Section: II. Consent Agenda
Item: D. School Specific Goals
Purpose: Vote
Submitted by:
Related Material: School Specific Goals 25-26 9_22 FINAL.pdf

School-Specific Goals

As part of the Commission's goal to develop Performance Frameworks that build upon the evaluation lens utilized by the state, school-specific goals are designed to contain measures that are representative of your school's individual program. Applicable Legislation: WAC 108-30-030

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

School Name	Spokane International Academy
Grades Served	Kindergarten-12th Grade
School Mission/Vision	The mission of Spokane International Academy is to empower our students with the academic skills, habits of mind and global competence necessary to complete advanced courses in high school and a college degree in order to become leaders who can powerfully transform their communities.

Student Profile: What makes a student who matriculates from your program unique? (Should be tied to your school's Education Program Terms)	Students at SIA should leave exhibiting and internalizing the following characteristics: **I. Globally Competent** We have an intentional focus and emphasis on building globally competence students. This means we help students to: investigate the world, weigh perspectives, communicate ideas, and take action. At each grade level students study different regions of the world. This study includes learning about the language, geography, cultural practices, history, music, art, celebrations, and current world considerations. The Primary covers the following regions: Kindergarten- North America, First Grade- South America, Second Grade- Asia, Third Grade- Oceania, Fourth Grade- Africa, and 5th Grade- Europe. Students in our Middle Academy focus on the development of Global Competence through their Global Perspective and Individuals and Society courses. These courses focus on issues related to living in a global society, geography studies, environmental advocacy, education, economy, and politics. Students are asked to not only investigate and research these topics, but also to begin to develop a worldview on how these issues play out on the world stage. Additionally, all of our student study the Spanish Language. In K-5 they take Spanish four days per week for 40 minutes. In addition to learning the language, they spend significant time learning about culture. **II. Proficient Problem solvers** Students are taught to use their **Habits of Mind** to support their social and emotional development. The habits of mind are taught sequentially at each grade level to provide students with support and enhance the ways they connect with their peers and the communities in which they live. Some of the habits include listening and understanding with empathy, striving for accuracy, thinking flexibly and finding humor. **III. Academically Capable** Teacher engage in explicit instruction around building solid academic habits and skills through the use of high level teaching strategies, and daily targeted academic intervention and/or extension opportunities based, on data collected from multiple sources. Ensuring we are meeting students where they are and designing a plan to help close any instructional gaps supports growth to proficiency in reading, writing, and math, but also the use of inquiry strategies, hands-on learning, the use of technology supports, with a strong emphasis on 21st century learning skills. All of our high school students have exposure to rigorous learning experiences through their participation in Running Start, or The Skills Center, or College in the High School offering through Central Washington University. Students take AP courses (ex. Environmental Science, US History, Statistics, English Literature, Pre- Calculus, and Human Geography) **IV. Community Leaders** The goal of our program is to help create leaders who can powerfully transform the communities in which they live. We have spent time helping students cultivate leadership opportunities through service. All students in grades K- 4 complete 15 hours of service per school year. Students in grades 5-12. Students in grades 5-12 complete 20 hours per year. As part of their 8th grade capstone project, students design a service project, and present their

Academic School Specific Goal (Indicator 4 of Academic Performance Framework – 15% of tiered rating)			
1. Academic area of need identified	Literacy and Mathematics are the areas where we will focus our efforts to raise achievement levels and increase growth for all students.		
2. What is the most recent baseline data for the area of need identified?		We will use baseline data from the MAP test being offered in Sept 2025. We	We plan to offer the MAP test again in December 2025 and April 2026
3. Academic Goal: If you serve multiple grade bands (i.e., ES & MS or MS & HS) you need a goal for each.	Goal for Primary Academy (Grades 1-5): Of the primary school students who scored below 40% LowAverage (Lo Avg) or Below Average (Lo) in Reading and Math during the Fall 2025 assessment, 50% will achieve their MAP Projected Growth Goals by the Spring 2026 testing session. Goal for Middle Academy (6-8): For Middle School students who scored below 40% LowAverage (Lo Avg) or Below Average (Lo) in Reading and Math during the Fall 2025 assessment, 50% will achieve their MAP Projected Growth Goals by the Spring 2026 testing session. Goal for High School (9-11): For the High School students who scored below 40% LowAverage (Lo Avg) or Below Average (Lo) in Reading and Math during the Fall 2025 assessment, 50% will achieve their MAP Projected Growth Goals by the Spring 2026 testing session.		
4. Goal Connection Describe how the goal captures the school mission/vision/ student profile/educational program terms.	This goal aligns with the school's mission as our goal is to ensure that students have the academic habits and skills to make meaningful academic growth, regardless of their initial performance levels. It also reflects the commitment to data informed instruction and personalized learning, which are core components of the educational program. Students need to have solid foundational math and literacy skills to access a variety of future opportunities, including community leadership.		
5. Targets How will you know if you are successful?	**Category**	**Targets**: Set ranges for each category	**Rationale** for Meets and Exceeds Targets (based on prior year data if possible)

	Exceeds	Primary (1-5): 60%-100% of students who score in the bottom 40% achieve growth beyond their projected RIT growth goals in Literacy and Mathematics Middle Academy (6-8): 60%-100% of students who score in the bottom 40% achieve growth beyond their projected RIT growth goals in Literacy and Mathematics. High School (9-11): 55%- 100% of students who score in the bottom 40% achieve growth beyond their projected RIT growth goals in Literacy and Mathematics.	
	Meets	Primary (1-5): 50%-59% of students in the bottom 40% achieve their projected RIT growth goals in Literacy and Mathematics Middle Academy (6-8): 50%-59% who score in the bottom 40% achieve their projected RIT growth goals in Literacy and Mathematics. High School: 50%-59% of students who score in the bottom 40% will achieve their projected RIT growth goals in Literacy and Mathematics.	

	Does Not Meet	Primary (1-5): 40%-49% of students who scored in the bottom 40% achieve their projected RIT growth goals in Literacy and Mathematics. Middle Academy (6-8): 40%-49% of students who scored in the bottom 40% achieve their projected RIT growth goals in Literacy and Mathematics. High School (9-12): 40%-49% of students who scored in the bottom 40% achieve their projected RIT growth goals in Literacy and Mathematics.	
	Falls Far Below	Primary (1-5): 0%-48% of students in the bottom 40% achieve their projected RIT growth goals in Literacy and Mathematics. Middle Academy (6-8): 0%-48% of students in the bottom 40% achieve their projected RIT growth goals in Literacy and Mathematics High School: 0%-48% of students In the bottom 40% achieve their projected RIT growth goals in Literacy and Mathematics	
6. Measurement Details: How often will the school collect data for this goal during the school year? What data source will you use?	To monitor progress toward these goals, Spokane International Academy will use MAP Growth assessments in Reading and Math, administered three times per year (Fall, Winter, and Spring). This data will serve as the primary source for measuring whether students in grades 1–11 who scored in the Low Average or Below Average range in Fall 2025 are on track to meet their projected growth goals by Spring 2026. In addition, interim progress will be supported by monthly monitoring of Lexia, ST Math, and common formative assessments to guide instruction and provide timely interventions.		

Organizational School Specific Goal (Indicator 6 of Organizational Performance Framework)	
1. Organizational area of need identified	The organizational area of need identified by the goal of having our students engage in at least two opportunities where they are actively building their global competence. We want them to have experiences where they investigate the world, weigh perspectives, communicate ideas, and take action. We are committed to responding to the need for a coordinated and intentional approach to building students' global competence across grade levels. This includes ensuring that curriculum and instruction provide meaningful opportunities for inquiry into real-world issues, structured dialogue that highlights multiple perspectives, and authentic projects that require students to communicate their ideas effectively and take informed action. Additionally, there is a need for systems to support staff in planning and facilitating these experiences, building partnerships with local and global organizations, and creating consistent methods for monitoring and evaluating student participation and growth. By addressing this need, the school can ensure equitable access to transformative learning experiences that prepare students to be positive, transformative leaders in a diverse world.
2. What is the most recent baseline data for the area of need identified?	Spokane International Academy currently embeds elements of global competence in classroom instruction, advisory, and field studies; however, there is not yet a consistent system to ensure that all students experience at least two structured opportunities each year to investigate the world, weigh perspectives, communicate ideas, and take action. In the 2024–25 school year, internal tracking showed that while many students engaged in at least one global competence experience (such as participation in International Night, field studies, or project-based learning tied to global issues), fewer than 40% of students across grades K–12 participated in two or more experiences that included all four dimensions of global competence. This indicates the need for a more systematic approach to providing, documenting, and assessing these experiences so that every student benefits equitably.
3. Organizational Goal:	By the end of the 2025–26 school year, 85% of students in grades K–12 will participate in at least two structured global competence experiences that require them to investigate the world, weigh perspectives, communicate ideas, and take informed action, ensuring equitable access to transformative learning opportunities beyond the current baseline of fewer than 40%.

<table>
<tr><td>4. Goal Connection:
Describe how the goal captures the school mission/vision/ student profile/educational program terms.</td><td colspan="3">The school’s mission emphasizes empowering students with the academic skills, habits of mind, and global competence necessary to become leaders who can transform their communities. By engaging in at least two structured global competence experiences each year, students directly practice the four dimensions of global competence: investigating the world, weighing perspectives, communicating ideas, and taking action. These experiences align with our vision of preparing students to serve as positive transformative leaders in a diverse world, as they require critical thinking, empathy, collaboration, and problem-solving. Through authentic opportunities to engage with global and local issues, students strengthen resilience, adaptability, and persistence, while developing the capacity to understand complex perspectives and communicate effectively. This goal ensures that global competence is not only taught but also lived, supporting the educational program’s commitment to preparing students for advanced academic study and meaningful leadership in their communities and beyond.</td></tr>
<tr><td rowspan="4">5. Targets
How will you know if you are successful?</td><td>Category</td><td>Targets: Set ranges for each category</td><td>Rationale for Meets and Approaching Targets (base it on prior year data if possible)</td></tr>
<tr><td>Meets</td><td>At least 85% of students in grades K–12 have participated in at least two structured global competence experiences by the end of the school year.</td><td></td></tr>
<tr><td>Approaching</td><td>Between 70–84% of students in grades K–12 have participated in at least two structured global competence experiences by the end of the school year.</td><td></td></tr>
<tr><td>Does Not Meet</td><td>Less than 70% of students in grades K–12 have participated in at least two structured global competence experiences by the end of the school year.</td><td></td></tr>
</table>

6. Measurement Details: How often will the school collect data for this goal during the school year? What data source will you use?	The school will collect data on student participation in global competence experiences twice per year (mid-year and end-of-year) to monitor progress toward the goal. Data sources will include teacher-submitted lesson and project logs, student reflections, and participation records from field studies, service learning, and classroom-based global competence projects. These records will document how students engaged in the four dimensions of global competence (investigate the world, weigh perspectives, communicate ideas, and take action), ensuring that participation is both tracked and aligned to the school's mission.

Coversheet

Policy 2161P

Section: II. Consent Agenda
Item: E. Policy 2161P
Purpose: Vote
Submitted by:
Related Material: Policy 2161P - Special Education.pdf

Policy 2161P - Special Education and Related Services for Eligible Students

Section 2000 - Instruction

Title - Special Education and Related Services for Eligible Students

Number - 2161P

Last Revised - 09/15/2025

Prior Revised Dates - 02/08/18

Classification - Essential

The purpose of Spokane International Academy's (SIA) special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices.

The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements established in the regulations. LEA personnel who are not familiar with the regulations need to contact the Director of Special Education, Jackie Pariseau, if there are questions regarding special education. These procedures describe how the LEA implements its special education program.

Free Appropriate Public Education (FAPE)
SIA will apply annually for Federal Part B and state special education funding to assist in the provision of special education and any necessary related services. This funding is in addition to students' basic education funding and state special education funding.

The superintendent, in consultation with building staff, will annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

The LEA will annually report to the Office of Superintendent of Public Instruction (OSPI) the number of students receiving EIS; and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA during the preceding two-year period.

Services to eligible special education students, age three to 22, will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include preschool, elementary, and secondary education and are provided in conformance with the student's Individualized Education Program (IEP).

The LEA provides a continuum of services for the students it serves who are eligible for special education services from kindergarten through age 22, regardless of the funding source. Where the LEA is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-LEA agreements, or interagency coordination.

Students Covered by Public or Private Insurance
The LEA may use Medicaid or other public insurance benefits programs in which a student participates to

provide or pay for services required to provide a FAPE, as permitted by the public insurance program. However, the LEA will not:

A. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;

B. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;

C. Use a parent or student's benefits under a public insurance program if that use would:

1. Decrease available lifetime coverage or any other insured benefit;

2. Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;

3. Increase premiums or result in discontinuation of insurance; or

4. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

The LEA may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the parent provides informed consent to the LEA. Whenever the LEA proposes to access the parent's private insurance proceeds, the LEA will:

A. Obtain parent consent in accordance with Chapter 392-172A WAC each time the LEA wishes to access benefits for a new procedure; and

B. Inform the parents that their refusal to permit the LEA to access their insurance does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or student's public benefits, for the first time and annually after the first notification, the LEA will provide written notification using the prior written notice provisions under WAC 392-172A-07005(3) that includes:

A. A statement of the parental consent provisions;

B. A statement of the "no cost" provisions;

C. A statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance, and

D. A statement that a parent's withdrawal or refusal to consent does not relieve the school LEA of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the LEA will obtain written informed consent from the parent allowing the LEA to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

1. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;

2. The purpose of the disclosure;

3. The agency to which the disclosure will be made; and

4. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under the act.

To avoid financial cost to parents who would otherwise consent to use private insurance, or public benefits if the parent would incur a cost such as a deductible or co-pay, the LEA may use its Part B funds to pay the cost the parents would incur.

The Director of Special Education, or designee, is responsible for providing the required notices and requests for consent to parents under this section.

Parent Participation in Meetings
The LEA encourages parental involvement and sharing of information between LEA and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents, and adult students whose rights to educational decision-making have transferred to them.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement, and provision of a FAPE, including IEP team meetings, school discipline, and truancy meetings.

When a meeting is scheduled parents will be:

1. Notified of the meeting early enough that they will have an opportunity to attend;

2. Notified of the availability of interpretation and translation services at no cost to the parents;

3. Notified of the purpose, time, and location of the meeting and who will be in attendance;

4. The parent will be notified that the LEA or the parent may invite others who have knowledge or special expertise of the student; and

5. The meetings will be scheduled at a mutually agreeable time and place.

The LEA will take whatever action is necessary to ensure that the parent understands invitations to attend IEP meetings and the proceedings of the IEP team meeting, including but not limited to, notifying the parents in their native language of the availability of interpretation/translation services at no cost to the parents and arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. The LEA will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

The staff person responsible (either the school psychologist or the designated Case Manager) for inviting the parents to meetings will keep documentation of the information provided and the methods used to notify the parents of the meeting. The LEA may proceed with a meeting only if the LEA is not able to convince the parent to attend. In this case, the LEA will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent, and/or other means used to contact the parent.

This documentation will be kept in the student's special education file.

If the parent cannot attend a meeting but wishes to participate, the LEA will arrange for other means to participate. This can include individual or conference phone calls, video, or other means of conferencing.

A meeting does not include informal or unscheduled conversations involving LEA personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that LEA personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

Identification and Referral (Child Find)

A. **Identification**

The purpose of Child Find is to locate, evaluate, and identify children with suspected disabilities in need of special education services including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

1. Children enrolled in the LEA boundaries including preschool-aged children;
2. Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries.
3. Highly mobile children (such as children experiencing homelessness, in foster care, and living in migrant conditions);
4. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
5. Children at home or home-schooled.

The LEA reaches students who may be eligible for special education services through:

1. Notification to parents of child find activities in its annual informational packet;
2. Notification to parents LEA-wide through local papers or other media;
3. Information regarding child find on the LEA's website;
4. LEA informational mailings;
5. Posting notices regarding screening and referral in school buildings and public locations including DSHS community service offices, Employment Security offices, grocery stores, Laundromats, day cares, community preschool sites, and physicians' offices;
6. Coordination with other public and private agencies and practitioners;
7. Written information provided to LEA staff on referral procedures;
8. Training teachers and administrators on referral/evaluation/identification procedures;
9. Review of student behavior, discipline, and absentee information and information gathered from LEA-wide assessment activities; and
10. Provision of optional special education referral forms available in the requestor's native language or with the support of a qualified interpreter for requesting an initial special education evaluation.

When LEA staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify the Director of SPED and/or the school psychologist.

A. **Referral**

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, LEA staff, or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that LEA staff understands the referral process and maintain the availability of the LEA's optional referral form. Referrals are required to be in writing

unless the person referring is unable to write and/or communicate orally. A person who makes a referral orally must be provided with the optional LEA referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed.

When a referral is made, the LEA must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person will notify a certificated staff member and then the SPED Director The special education department: (a) records the referral; (b) provides written notice of the referral to the parent, including the date the request was received; and (c) advises the school psychologist to collect and review LEA data and information provided by the parent to determine whether evaluation is warranted.

During the referral period, the school psychologist, with help from the designated case managers and Director of SPED will collect and review existing information from all sources, including parents. Examples may include:

1. Child's history, including developmental milestones;
2. Report cards and progress reports;
3. Individual teacher's or other provider information regarding the child including observations;
4. Assessment data;
5. Medical information, if provided; and
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited. The special education department provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special education department.

After the school psychologist and SPED Director review the request for evaluation and supporting data and do not suspect that the child has a disability, the LEA may deny the request. In this case written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

If the determination is that the child should be evaluated, the reviewers will include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the LEA in providing parents prior written notice and will assist the LEA in selecting appropriate evaluation group members. The School Psychologist is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent with the notice.

LEA staff will attempt without unnecessary delay to obtain parental consent to conduct the evaluation, fully evaluate the student, and arrive at a decision regarding eligibility within 35 days of obtaining written consent for an evaluation, subject to limited exceptions enumerated in WAC 392-172A-03005.

The LEA is not required to obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;

2. The parent cannot be located, or their rights have been terminated; or

3. Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the LEA will select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after the LEA's receipt of parent consent, unless:

1. The parents and LEA agree in writing to extend the timeline;

2. The parent fails or refuses to make the student available for the evaluation; or

3. The student enrolls in another LEA after the evaluation is begun, but before completion, and the parent and new LEA have an agreement for completion of the evaluation.

If a parent does not provide written, informed consent for the evaluation, notify the SPED Department, either the designated grade level case manager, psychologist, or Director of SPED. LEA staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The LEA may not override a parent's refusal to consent for an evaluation if the student is homeschooled. If the parent does not provide written informed consent and the LEA does not use mediation or due process, the School Psychologist or Director of SPED will provide the parent with prior written notice informing the parent that the LEA cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

Evaluation and Reevaluation

A. LEA **Evaluation Requirements**
The purpose of the evaluation is to collect information about a student's functional, developmental, and academic skills and achievements from a variety of sources, to determine whether a student qualifies for special education and related services, and to develop an IEP. This includes information provided by the parent. All information gathered in this process is reviewed by the IEP team or other group of qualified professionals.

The evaluation must be an individual assessment designed to determine:

1. Whether the student is eligible for special education and any necessary related services; and,

2. The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The LEA's school psychologist will select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the LEA will coordinate with the parents to arrange for the evaluation at LEA expense or through the use of public or private insurance if the parent consents to allow the LEA to use the insurance.

There are many legal requirements for conducting evaluations. They must be completed in accordance with WAC 392-172A-03005 through 392-172A-03080. Evaluation procedures or materials must be free of racial, cultural, or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted

in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact the special education administrator to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable and strongly encouraged.

Specific areas to be included in the evaluation are determined by the School Psychologist and other qualified professionals, as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

1. Review of existing data, including corresponding response to intervention (RTI) documentation;
2. Relevant functional and developmental information;
3. Information from parents;
4. Information from other providers;
5. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records, and observations;
7. Teacher and related service providers' observations; and
8. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data as well as data previously reviewed by the team must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data may be in the form of a meeting of IEP team members, or may be conducted without a meeting. It includes data provided by parents, data gathered in the general education classroom, or data from state and LEA level assessments. The data may provide information about the student's physical condition, social or cultural background, and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting, and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data are needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The LEA will complete the evaluation using existing data.

Parents and LEA staff are encouraged to work towards consensus, but the LEA has the ultimate responsibility to determine whether the student has a disability or not. The school psychologist will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they will be informed of their dispute resolution options described in the procedural safeguards.

A. **Specific Learning Disability (SLD)**

1. The LEA continues to use a combination of the severe discrepancy approach and a process based on a student's response to scientific, research based intervention in determining the identification of students with a Specific Learning Disability;

Student response is only one element of determining whether a child has a specific learning disability. The evaluation will be comprehensive and address all areas of suspected disability and will also include whether the child performs adequately to meet the grade-level standards in the general curriculum. The evaluation will also include whether failure to make progress is or is not the result of:

1. A physical, mental, emotional, cultural or environmental factor or limited English proficiency; or

2. Inadequate instruction in reading or mathematics.

The LEA must act promptly on a referral. Anyone, including parents and teachers, can make a referral at any time. A student cannot be required to progress through all levels of intervention before being evaluated if evidence exists to suspect a disability.)

A. **Evaluation of Transfer Students**
If a student transfers into the LEA while an evaluation process is pending from the other LEA, the school psychologist and Director of SPED are responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the psychologist will notify the parent and obtain the parent's agreement to establish a new timeline.

B. **Eligibility**
The evaluation group and the parent will determine whether or not the student is eligible for special education services.

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; and

2. Eligibility may be determined by documented professional judgment when:

    a. Properly validated tests are unavailable; or

    a. Corroborating evidence indicates that results were influenced due to measuring a disability.

The parent will be provided with a copy of the evaluation report and the documentation of determination of eligibility.

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. The special education department is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

1. The student is determined through a reevaluation to no longer be eligible for special education;

2. The student has met the LEA's high school graduation requirements;

3. The student has reached age 21. A special education student whose 21st birthday occurs after August 31, will continue to be eligible for special education and any necessary related services for the remainder of the school year; or

4. The student no longer receives special education services based upon a parent's written revocation of services.

   When a special education student is expected to graduate prior to age 21, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The LEA will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The LEA will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

A. **Evaluation Report**

Each person conducting an assessment of the student will specify the procedures and instruments used and their results and the significance of findings related to the student's instructional program, including a specification of the factors interfering with performance and the special education and related services needed.

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. This will be completed before the conclusion of the evaluation period and will, at a minimum:

1. Identify the disability that requires special education and related services, if a disability exists;

2. Discuss assessments and review data supporting conclusions regarding eligibility;

3. Include the additional information required for the specific learning disability eligibility category;

4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;

5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days, and location of services;

6. Include other information, as determined through the evaluation process and parent input;

7. Include the additional information required for the specific learning disability eligibility category;

8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and

9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions of the report will prepare a separate statement representing their own conclusion.

10. The school psychologist is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

A. **Reevaluations**

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team

suspects that the student may no longer be a student with a disability or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless parent and school agree otherwise. A reevaluation must occur at least once every three years, unless parent and school staff agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary will be confirmed in writing to the parent. The School Psychologist will schedule a review of this determination and notify the special education department.

Students who turn six who met the eligibility requirements for the disability category of "Developmentally Delayed" (DD) under the criteria for ages three to six years need not be reevaluated at age six under the criteria for six to nine years until three years after their initial evaluation was completed

Students who were previously eligible under the category "Developmentally Delayed" must be reevaluated before age ten to determine eligibility within another category in order to continue receiving special education services.

As part of any reevaluation, the IEP team members and other professionals the LEA determines appropriate will review existing data that includes:

1. Evaluations and information provided by the parents;

2. Current classroom-based assessment, local or state assessments, and classroom-based observations; and

3. Observations by other teachers and related services providers data.

Based on this review the team will determine whether any additional data is necessary to determine:

1. Whether the student continues to be eligible for special education and any necessary related services;

2. The present levels of performance and educational needs; and

3. Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the LEA will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing.

4. If additional testing is needed:

    a. The case manager or school psychologist will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;

    a. If the parents do not return the signed consent form, the LEA will send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the LEA will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact, and other efforts to obtain consent;

    b. If the parents do not respond to the request for consent, and the LEA has documented its reasonable attempts to obtain consent, the LEA can proceed with the reevaluation; and

c. If the parents refuse to consent to the reevaluation, the evaluation group will notify the School Psychologist so that the LEA can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents' refusal to consent.

After the reevaluation is completed, the Psycholgist will both invite parents to the eligibility meeting and will provide prior written notice after the meeting of the results of the reevaluation to parents in their primary language, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;

2. Present levels of performance and educational needs of the student; and

3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

This notice will occur within ten school days of the eligibility decision. The special education department is responsible for sending the notice.

A. **Reevaluation and Graduation**
No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the LEA will provide prior written notice to the student and the parent and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. The IEP team must also document that parents were informed whether it is recommended that the student's academic achievement be measured using an alternative state assessment. This notice must also explain whether and how alternate assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma. The case manager is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

Independent Educational Evaluations (IEE)
Parents of students eligible for special education, students referred for special education and determined to not be eligible, or students determined not to need an evaluation have a right to obtain an IEE at public expense, each time the LEA has conducted or obtained an evaluation of the student.

When parents request an IEE, the LEA must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an independent evaluation should be immediately referred to the Director of SPED. The Director of SPED will review the request and determine whether or not the request is warranted. If the LEA agrees to provide an IEE, arrangements will be made promptly. If the LEA denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The LEA may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE, the due process hearing can be dismissed.

When a parent requests an IEE, the LEA must provide parents a list of LEA criteria and evaluators. If the LEA initiates a hearing and a decision is made that the LEA's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. A parent is entitled to only one IEE at public expense each time the LEA has conducted an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the LEA if providing FAPE. The IEE may also be presented as evidence at a hearing regarding the student.

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the knowledge, experience, and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either a LEA evaluation or an IEE must be:

1. Licensed, credentialed, or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;

2. Knowledgeable and experienced in evaluating children with similar disabilities;

3. Geographically located within the state of Washington (LEAs may wish to specifically expand the criteria to include practitioners in other states/British Columbia); and

4. Available to the LEA at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

1. Make it impossible to identify anyone within the state of Washington who holds the appropriate credentials or experience necessary to conduct the evaluation; or

2. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or

3. Include factors which would warrant an exception in order to obtain an appropriate evaluation.

Individualized Education Programs (IEP)

A. **IEP Development**

The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs. IEP teams should be proactive in providing parents notice of their right to observe proposed educational placements in order to delay implementation of an IEP.

An IEP must be in effect before initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the LEA may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the psychologist will notify the parent that the LEA does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The LEA will maintain a copy of the current IEP, which is accessible to all staff members responsible for providing education, other services, or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff, and others who may be responsible for the proper implementation. The building principal and Director of SPED are responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and or related services.

Parents are members of the IEP team and will have the opportunity to participate fully. The LEA will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The LEA will also ensure that meeting locations are accessible. The special education department is responsible for coordinating interpreters and making arrangements for the meeting location.

The LEA will provide parents/guardians with a copy of the LEA's Restraint, Isolation and Other Uses of Reasonable Force *(Policy 3246)* with each initial and annual IEP.

A. **IEP Team**

The IEP team includes:

1. The parent(s) of the student;

2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of: 1) appropriate positive behavioral interventions and supports for the student; and 2) supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);

3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;

4. A representative of the LEA, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of LEA resources;

5. An individual who can interpret the instructional implications of the evaluation results;

6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the LEA and the parents, at the discretion of the person making the invitation;

7. The student, when appropriate, or when required;

8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;

9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, LEA personnel will keep the representative informed of the meeting and obtain agency information that will assist in the service provision; and

10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parent and LEA must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and LEA must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting.

Existing team members may fill more than one of these roles if they meet the criteria for the role.

Sometimes parents do not attend IEP meetings. There will also be times the parents do not agree with the IEP as proposed, and despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team will determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented the LEA must send prior written notice of the decisions reached to the

parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the LEA's efforts to ensure participation, or if the team does not reach agreement, it is the LEA's obligation to offer an appropriate educational program:

1. Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);

2. Send a copy to the parent, and provide the parent prior written notice that the LEA intends to implement the IEP; and

3. Forward the documentation of actual or attempted contacts to the special education department for processing when parents do not attend the meeting.

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the LEA may agree not to convene an IEP meeting for the purpose of making changes. The parent and the LEA must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. If the parent requests that the LEA revise the IEP to include the amendments, the case manager will revise the IEP.

A. **IEP Preparation and Content**

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must provide parents notice of their right to observe proposed educational placements and consider:

1. The strengths of the student including the academic, developmental, and functional needs of the student and the concerns of the parents for enhancing the education of their child;

2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031, are needed to address the student's behavior;

3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;

4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;

5. The communication needs of the student (and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs, including opportunity for direct instruction in the student's language and communication mode; and

6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;

2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;

3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum, and be educated and participate with other special education students and non-disabled students, and participate in extracurricular and other nonacademic activities. Special education services may not be solely based on the disability category for which the student is eligible;

4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular, and non-academic activities;

5. A statement of any individual appropriate accommodations in the administration of state or LEA-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s), why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;

6. The date for the beginning of services and the anticipated frequency, location, and duration of services and modifications;

7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals, and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the LEA issues progress reports or report cards, or other agreed times as identified in the IEP.

8. The projected beginning date for the special education and related services;

9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment, and independent living skills where appropriate; the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);

10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;

11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;

12. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student *(see Procedure 3246)*.

13. A statement regarding transfer of rights at the age of majority. *(Indicate the appropriate staff)* will provide prior written notice to the student one year prior to student turning 18

years of age; and

14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by *(insert date here)* to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress, and emerging skills.

The district will follow Policy 3246 and 3246 P (Restraint, Isolation and Other Uses of Reasonable Force) regarding the use of restraint or isolation.

Transfer Students
Students who transfer from one LEA to another within the state continue to be eligible for special education and any necessary related services. When an eligible student transfers into the LEA, the building principal or enrollment coordinator will notify the special education department. The special education department and principal in consultation with parents will review the student's IEP to ensure the LEA provides services comparable to those in the previous IEP until the LEA adopts the previous IEP or develops, adopts and implements a new IEP.

When a student who was identified as eligible for special education transfers from out of state into the LEA, the building principal will notify the special education department as soon as possible. The SPED Director and Psychologist will review the evaluation, eligibility documentation, and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the LEA will follow the procedures described in the previous paragraph to provide comparable services until the LEA develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, the school psychologist or SPED Director will notify the parents, obtain consent, and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The LEA, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation.

The LEA must take reasonable steps to obtain records promptly, including IEP supporting documents and any other records related to special education or related services from the previous school.

Placement
No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the LEA will not provide special education services to the student. The LEA will notify the parents that the student is eligible for services and that the LEA is willing to provide the services when the parent provides written consent. The notification will also inform parents that the LEA has no FAPE obligation to the student when parents refuse to provide consent.

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

1. In the school the disabled student would normally attend; and

2. With non-disabled students in the general educational setting to the maximum extent possible.

Special classes, separate schools, or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education classroom, the team will consider:

1. The educational benefits of full-time placement in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs are so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the placement is in another building, the appropriate educational placement will be as close to the student's home as reasonably possible.

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. Students are eligible for counseling services, all athletics, recreational activities, and clubs, amongst other activities. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The LEA will also make opportunities available for students eligible for special education to participate with non-disabled students in the LEA’s art, music, industrial arts, computer, consumer classes, and other classes.

Within the LEA, a continuum of alternative placement options exists spanning within a general education class or regular early childhood program, resource room, self-contained, home-bound, and out-of-LEA provisions. These options are intended to address the individual needs of students, including preschool students with disabilities, and they are considered according to the following process:

The placement of each student with a disability will be determined annually, or sooner if appropriate, by the IEP team.

The appropriateness of placement options will be based upon various decisions including:

1. Data-based judgments in IEP development;
2. Judgments (data-based) in determining LRE;
3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and make provisions for supplementary services such as resource room or itinerant instruction to be provided in concert with the general education placement.

The procedural safeguard notice used by the LEA includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, state complaint procedures, mediation, the child’s placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions

and attorney's fees. Copies of the LEA's special education procedural safeguards are available from the school website, as well as through any designated SPED staff member. Case managers and/or the school psychologist ensure that the procedural safeguards are distributed at every meeting.

A. **Consent**

The LEA will obtain informed, written parental consent before:

1. Conducting an initial evaluation;

2. Providing initial special education and related services to a student; and

3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the LEA is asking consent, and that the information is provided in his or her native language or other mode of communication;

2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and

3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The LEA may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit, or activity of the LEA.

If the LEA is unable to obtain a parent's consent, the LEA may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The LEA may not request a due process hearing to override a parent's refusal to consent to initial special education services. The LEA may not use mediation or due process procedures to override a parent's refusal to consent to an evaluation or reevaluation if the student is homeschooled.

A. **Revocation of Consent**

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to the school psychologist.

Upon receipt of the parent's written notice of revocation, the psychologist will provide prior written notice within a reasonable time before the LEA stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the LEA will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the LEA's requirement to convene an IEP meeting or develop an IEP. However, the LEA does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the LEA conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

A. **Prior Written Notice**

Prior written notices are provided to parents when a LEA makes a decision relating to a student's identification, evaluation, placement, or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and evaluation group.

The LEA will provide prior written notice to the parent whenever the LEA proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents have procedural safeguard protections and if a copy of the procedural safeguards do not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;

2. A description of the action proposed or refused by the LEA;

3. An explanation of why the LEA proposes or refuses to take the action and a description of other options that the LEA considered and the reasons why the options were rejected;

4. A description of any other factors which are relevant to the LEA's proposal or refusal;

5. A description of each evaluation procedure, test, record, or report the LEA used as a basis for the proposal or refusal; and

6. A description of any evaluation procedures the LEA proposes to conduct and sources for parents to contact for assistance in understanding the procedural safeguards provision of this chapter.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the LEA will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or

2. Providing notice orally if the written language is not a native language.

The LEA will document in writing how this information was provided and that the parent understands the content of the notice.

A. **Transfer of Educational Rights to an Adult Student**

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the LEA has appointed an educational representative for the student. When the student turns 18, the LEA will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student.

At an IEP meeting occurring one year before the student turns 18, the LEA will inform the parents and the student that educational rights will transfer to the student and the LEA will inform the student about those educational rights. This information will be documented on the IEP.

Appointment of an Educational Representative

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be "incapacitated" through a legal guardianship proceeding. If a parent, another interested party, or the LEA believes that a student over the age of eighteen

is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the LEA to appoint an educational representative. This determination will only be made if two separate professionals, as defined by WAC 392-172A-05135(5)(a), state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The LEA will inform the student of the decision and appoint either, the spouse, the student's parents, another adult or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the LEA will not rely on the education representative, until the representative is recertified.

Confidentiality and Records Management
The superintendent and SPED Director are responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The superintendent will maintain, for public inspection, a current list of the names and positions of LEA employees who have access to personally identifiable information of special education students. The LEA will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the LEA.

The LEA will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review, and challenge all educational records, which will include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The LEA will comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student, or provision of FAPE to the student, including disciplinary proceedings. In any case, the LEA will respond no more than 45-calendar days after the date the LEA received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may inspect and review only information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the Director of SPED or school psychologist.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the LEA amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

The LEA follows the guidelines for records retention outlined in the Secretary of State's *General Records Retention Schedule and Records Management Manual*. The LEA will inform parents or adult students when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. The information will be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address and phone number, his or her grades, attendance, record, classes attended, grade level completed and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040, Public Access to LEA Records.

A. **Surrogate Parents**
A surrogate parent is a person appointed by the LEA to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown or the student is a ward of the state and does not have a foster parent.

The superintendent or SPED Director is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent such as stepparents or relatives, and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the LEA to follow to assist in determining the status of the parent's

rights to make educational decisions:

1. In cases where the student is in and out of home care the LEA must determine the legal custodial status of the child.

2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state;

3. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court;

4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency; and

5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

When a student is placed in foster care the foster parent may act as the parent. When a student is placed in group care, the LEA will work with the parents, case-worker(s), foster parents, and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent, the LEA will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of, and provisions of FAPE to the student.

If a student is referred for special education or a student eligible for special education who may require a surrogate parent transfers into the LEA, the LEA special education office will be notified of the potential need. The special education office will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student he or she represents;

2. Must have knowledge and skills that assure adequate representation of the student; and

3. May not be an employee of a LEA and/or other agency which is involved in the education or care of the student. This includes OSPI, DSHS, LEA employees, and group care providers.

The LEA will at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications, and special education regulations. The LEA will also cooperate with other LEAs, the ESD, or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

A. **Mediation**

The purpose of mediation is to offer both the parent and the LEA an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation, and delivery of educational services, or provision of a FAPE to a special education student. Mediation may be terminated by either party at any time during the process.

The primary participants are the parents, LEA representatives, and mediator. The process is voluntary, confidential, and informal. It is a collaborative process, conducted in a nonadversarial manner. Mediation services will be provided by the Office of Superintendent of Public Instruction (OSPI) at no cost to either party.

The LEA's special education director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

One person designated by the LEA to attend the mediation must have authority to bind the LEA in any agreement reached through mediation.

Due Process Hearing
Both parents and LEAs may file due process hearings involving the identification, evaluation, placement, or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the LEA will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available on the school website and on the OSPI Special Education website.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the Director of SPED and the superintendent. If the parent has not filed the request for hearing with the Washington State Office of Administrative Hearings (OAH) , the LEA will forward the parent's request to OAH . The LEA may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The LEA is responsible for providing the parents a copy of the procedural safeguards in this situation, and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement and receives the same services in place at the time of the request for hearing, unless the parents and LEA agree to a different placement. The student's status during the pendency of any proceedings does not preclude the IEP team from meeting, as needed or as required, and updating and implementing the student's IEP or services, unless those changes are in dispute. See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the SPED Director will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the LEA and provides a copy of the request to OAH ,or, within seven days if the hearing request involves an expedited hearing regarding discipline. The superintendent and SPED Director will determine the appropriate LEA staff that will attend the resolution meeting. The LEA will ensure that one of the LEA representatives attending the resolution meeting has authority to bind the LEA in any resolution agreement. The LEA will not bring LEA counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

Discipline
Students eligible for special education services may be disciplined consistent with the disciplinary rules that apply to all students. The LEA will determine on a case by case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education services must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the LEA's failure to implement a student's IEP. The LEA will take steps to ensure that each employee, contractor, and other agents of the LEA responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. **Removal Up to Ten Days**
The Head of School may order the removal of a special education student from a current placement. The LEA need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. **Removal for More than Ten Days**
Once a student has been removed from placement for a total of ten school days in the same school year, and if the LEA determines that the removal is not a change of placement, the LEA must, during

subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP in consultation with one or more of the student's teachers, will make the determination of such necessary services.

C. **Change in Placement**
A change of placement occurs when an eligible student is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year; or

2. Subjected to a series of removals in a school year that constitute a pattern of removal because: 1) the series of removals total more than ten school days in a year; 2) the student behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and special education director and is subject to review through due process and judicial proceedings.

A. **Manifestation Determination**
Within ten school days after the date on which the LEA makes a decision to change the student's placement, the LEA will conduct a manifestation determination meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the LEA. The team will review all relevant information in the student's file, including the IEP, teacher observations, and information provided by the parent to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or

2. If the conduct in question was the direct result of the LEA's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

The LEA will take immediate action to remedy the deficiencies, and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or

2. Review the existing behavioral intervention plan and modify it to address the behavior; and

3. Return the child to the placement from which he or she was removed from unless the parents and the LEA agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons, or serious bodily injury.

A. **Special Circumstances**
School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a special education student:

1. Possesses a "dangerous weapon" or carries such a weapon to school or to a school function;

2. Knowingly possesses or uses "illegal drugs" while at school or a school function;

3. Sells or solicits the sale of a "controlled substance" while at school or a school function; or

4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student's IEP team and will:

1. Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student's IEP; and

2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The LEA may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when:

The LEA believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. If the student's IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the LEA's superintendent and SPED Director.

Unless the parent and the LEA agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45 day period, whichever occurs first.

A. **Basis of Knowledge**

A student who has not been determined eligible for special education services may assert the protections if the LEA had knowledge that the student was eligible for special education services before the behavior that precipitated disciplinary action occurred.

The LEA is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability the prevents a written statement) to LEA supervisory or administrative personnel or a teacher that the student is in need of special education and related services;

2. The parent requested that the student be evaluated for special education services; or

3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

If instituting disciplinary action that would exceed ten days and the principal believes that one or more of these events applies to the student, the principal will notify the special education department to determine the appropriate disciplinary procedures.

The LEA is not deemed to have knowledge if, as a result of receiving the information described above,

the LEA either:

1. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or

2. The parent of the student has not allowed an evaluation of the child or has refused services.

If the LEA is not deemed to have knowledge that a student is a student eligible for special education services, the student may be disciplined as a student without disabilities who engages in comparable behaviors. The LEA will conduct an evaluation, which is requested during the time period such a student is subjected to disciplinary measures, in an expedited manner. Until the evaluation is completed, such a student will remain in the educational placement determined by the LEA, which depending upon the behavior can include suspension or expulsion.

Notwithstanding the foregoing, the LEA may report a crime committed by a student eligible for special education services to appropriate authorities. In the event of such a report, the LEA will ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

Staff Qualifications
All employees of the LEA funded in whole or part with state or federal excess special education funds will meet the standards established by the Professional Educator Standards Board (PESB) and defined in WAC 392-172A-02090.

All employees will hold such credentials, certificates, or permits as are now or hereafter required by the PESB for the particular position of employment and will meet such supplemental standards established by the LEA.

Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

In the event a special education teacher does not have a certificate endorsed in special education (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a LEA may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlined in WAC 181-82-110.

If the LEA must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the LEA superintendent will document in writing that:

A. The LEA is unable to recruit a teacher with the proper endorsement who was qualified for the position;

B. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or

C. The reassignment of another teacher within the LEA would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the LEA determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed two hundred forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), the LEA can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The LEA will provide training to classified staff to meet the state recommended core competencies.

Personnel Development
In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed: *(LEA note: you will have to describe your specific staff development procedures, including training for classified staff in the recommended core competencies. The following are examples.)*

1. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents, and volunteers;

2. All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices, and/or isolation;

3. In-service training schedules will be developed based upon the results of the LEA assessment and in support of needs identified;

4. Training activities will be conducted for regular general and special education staff providing services for students eligible for special education; and

5. Training for classified staff in the state recommended core competencies will occur through OSPI and local newESD101 trainings/opportunities.

Public Participation
Any application and any required policies, procedures, evaluations, plans, and reports are readily available to parents and other members of the public through the LEA's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the LEA's Web site and in the LEA's newsletter.

Adoption Date: 9/17/2025
Classification:
Revised Dates: **10.00; 10.02; 12.07; 10.09; 12.11; 06.14; 03/01/2016; 12.21**

© 2020-2025 Washington State School Directors' Association. All rights reserved.

Coversheet

Policy 2410/2410P

Section: II. Consent Agenda
Item: F. Policy 2410/2410P
Purpose: Vote
Submitted by:
Related Material: 2410-HighSchoolGraduationRequirements .pdf
2410P-ProcedureHighSchoolGraduationRequirements (1).pdf

Policy 2410: High School Graduation Requirements
(Adopted September 2025)

Section: 2000 - Instruction
Title: High School Graduation Requirements
Number: 2410
Last Revised: None
Prior Revised Dates: None

The board will establish graduation requirements, which, at a minimum, satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the Head of School. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in Spokane International Academy who meets the requirements established by Spokane International Academy. Only one diploma will be awarde, with no distinctions being made between the various programs of instruction that may be pursued.

I. REQUIREMENTS FOR GRADUATION

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; and (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

II. IMPLEMENTATION

The Head of School, alongside the Associate Principal, will develop procedures for implementing this policy according to applicable state law.

Legal References
RCW 28A.230.090 High school graduation requirements or equivalencies•••High school and beyond

plans•••Career and college ready graduation requirements and waivers•••Reevaluation of graduation requirements•••Language requirements•••Credit for courses taken before attending high school•••Post-secondary credit equivalencies
RCW 28A.230.097 Career and technical high school course equivalencies
RCW 28A.230.120 High school diplomas ••• Issuance ••• Option to receive final transcripts ••• Notice
RCW 28A.230.122 International baccalaureate diplomas
RCW 28A.600.500 Graduation Ceremonies ••• Tribal Regalia
RCW 28A.600.300-400 Running start program - Definition
RCW 28A.635.060 Defacing or injuring school property•••Liability of pupil, parent or guardian•••Withholding diplomas•••Suspension and restitution•••Community Service program as alternative•••Publication of information withheld diplomas•••Students rights protected
RCW 28A.655.250 Graduation pathway options
RCW 28A.655.260 Graduation pathway options•••Review and monitoring•••Participation data
WAC 180-51 High school graduation requirements
WAC 392-121-182 Alternative learning experience requirements
WAC 392-169 Special service programs - Running start program
WAC 392-348 Secondary education
WAC 392-410 Courses of study and equivalencies
WAC 392-410-350 Seal of Biliteracy
WAC 392-415-070 Mandatory high school transcript contents
RCW 28A.150.220 Basic education•••Minimum instructional requirements•••Program accessibility•••Rules
RCW 28A.230.330 Inclusion of American Indian peoples' culture in state history and government courses•••Instruction in American Sign Language or American Indian languages satisfies the language requirement.
RCW 28A.230.710 Graduation pathway options.
RCW 28A.230.700 Purpose of diploma•••Elements of obtainment.
RCW 28A.230.212 High school and beyond plans•••Substantive requirements

Cross References
2418 - Waiver of High School Graduation Credits
3520 - Student Fees, Fines, or Charges
3241 - Student Discipline
3110 - Qualification of Attendance and Placement

Management Resources
2018 - May Policy Issue
2017 - October Policy Issue
2015 - October Policy Issue
2014 - December Issue
2013 - September Issue
2012 - April Issue
2011 - October Issue
2010 - June Issue
2009 - April Issue
2009 - February Issue
Policy News, August 2007: Graduation Requirements Modified by Legislature. Policy

News, October 2004 Graduation Requirements: High School and Beyond Plans
Policy News, February 2004 High School Graduation Requirements
Policy News, December 2000 2004 High School Graduation Requirements
Adopted Policy News, April 1999 Variations Complicate College Credit Equivalencies

Procedure - High School Graduation Requirements
(Adopted September 2025)

Section: 2000 - Instruction
Title: Procedure - High School Graduation Requirements
Number: 2410P
Last Revised: N/A
Revision Dates: None

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school and each year thereafter, each student and his or her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements may also be included in the student handbook.

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, Spokane International Academy will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

1. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class;

or

2. The course taught at the middle school level has been determined by Spokane International Academy to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a non-numeric grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a non-numeric grade.

Awarding of High School Credit

Spokane International Academy will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

1. Earning a passing grade according to Spokane International Academy's grading policy;

2. Demonstrating proficiency or mastery of content standards as determined by Spokane International Academy (Spokane International Academy will establish a process for determining proficiency or mastery for credit-bearing courses of study); or

3. Successfully completing an established number of hours of planned instructional activities to be determined by Spokane International Academy.

Credits from Other Programs

The associate principal or designee is responsible for determining which credits will be recognized by Spokane International Academy for students enrolling from another state-approved learning program (public school, approved private school, or homeschool) or from an out-of-state or out-of-country program. Spokane International Academy will accept credits from another Washington public school, or accredited state private school, or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement, or the credits may be counted as elective credits. Spokane International Academy will evaluate credits from

unaccredited programs or home schools as described below for home school students. Decisions of the associate principal or designee may be appealed to the Head of School or designee within fifteen school days of the initial decision.

Subject and Credit Requirements for Graduation

The following are the subject and credit requirements that a student must meet to graduate:

A. Four credits in English.

B. Three credits in mathematics.

1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.
3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subjects but did not receive high school credits may do one of the following:
    a. Repeat the course or courses for credit in high school; or
    b. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.
    c. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of mathematics so long as:
        i. Before substituting the mathematics course, the counselor provides the student and the student's parent/guardian with

written notification of postsecondary consequences due to the substitution;

ii. The student, the student's parent or guardian, and the associate principal or counselor agree to the substitution;

iii. The substitution aligns with the student's high school and beyond plan; and

iv. The student has not already substituted a third-year science course for a computer science course. 3. Three credits in science.

C. Two science credits must be in laboratory science.

1. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or associate principal may provide agreement.
2. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of science so long as:
3. Before substituting the mathematics course, the counselor provides the student and the student's parent or guardian with written notification of postsecondary consequences due to the substitution;
4. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
5. The substitution aligns with the student's high school and beyond plan; and
6. The student has not already substituted a third-year mathematics course for a computer science course.

D. Three credits in social studies.

1. One social studies credit must be in United States history.
2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
3. One-half social studies credit must be in civics.
4. One social studies credit must be in an elective course or courses.
5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.

E. Two credits in world languages or personalized pathway requirements.

1. “Personalized pathway requirement” means up to three credits chosen by a student that are included in a student’s personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
2. “Personalized pathway” means a locally determined body of coursework identified in a student’s high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.

F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.

G. One-half credit in health.

H. One and one-half credit in physical education.

I. One credit in career and technical education.

1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
2. A student who earns credit through a career and technical education course determined by Spokane International Academy or by the Office of Superintendent of Public Instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements: a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remains unchanged, and the student will need to earn an additional elective credit.

J. Four elective credits.

Total number of credits required to graduate: 24.

Alternative Programs

Spokane International Academy may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by Spokane International Academy.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to Spokane International Academy, and will include at least the following information:

A. The name of the program or planned learning experience;
B. The length of time for which approval is desired.
C. The objective(s) of the program or planned learning experience;
D. The state learning goals and related state learning standards are part of the program or planned learning experience.
E. A description of how credits will be determined in accordance with WAC 180-51-050(1);
F. The content outline of the program and/or major learning activities and instructional materials to be used;
G. A description of how student performance will be assessed;
H. The qualifications of instructional personnel;
I. The plans for evaluation of the program, and
J. How and by whom the student will be supervised.

Spokane International Academy will keep a list of approved programs on file in the Head of School's office. The Head of School or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Rising juniors, those who have completed their sophomore year and have yet to begin their junior year, may enroll for up to ten quarter credits, or the semester equivalent, during the summer academic term.

Students earn college credit, which is also converted and applied to their high school transcripts.

Spokane International Academy will provide general information about the Running Start program to students in grades ten, eleven, and twelv,e and the parents and guardians of those students. The information will include information about the opportunity to enroll in the program through online courses available at community and technical colleges and other state institutions of higher education, enrollment opportunities during the summer academic term, and the college high school diploma options under RCW 28B.50.535.

In order to enroll in the Running Start program, students need to do the following:

1. Check with their high school counselor and/or determine the options for demonstrating college-level placement via assessments or courses taken. At a minimum, college-level skills in reading and writing are required.

2. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will generally not be enrolled in courses at the high school, even when the community college they attend is not in session. A student enrolled full-time at a college may use .2 FTE to enroll at the high school for the purpose of accessing college courses online. Students are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college.

3. Obtain a Running Start verification form from the college or their high school counselor. Work with a high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent consent is required if the student is under 18 years old.

4. Register for classes via the college's online registration system. First-time Running Start students will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.

5. Work with the school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

Credit for Career and Technical Work-Based Learning

Spokane International Academy regards work experience as a part of the educational program of students as part of the secondary school curriculum, rather than just a device to relieve a staffing shortage. Spokane International Academy may grant credit for work experience based upon the following factors:

A. The school will supervise the work program.
B. The work experience will specifically relate to the student's school program or postsecondary pathways.
C. The work experience will represent growth in the student, and the type of work will have definite educational value.
D. The work experience will provide a varied job experience.

E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
G. Spokane International Academy may grant one credit for not less than 180 hours of instructional work-based learning experience and not less than 360 hours of cooperative work-based learning experience related to a student's school program. Alternatively, Spokane International Academy may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
H. The employer will legally employ the student, who must have passed his or her sixteenth birthday.
I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation-requirement standards.
K. The program standards and procedures align with the state career and technical work-based learning standards.

College in the High School

The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college-level course. A college in the high school program will be governed by a local contract, which will include qualifications for students to enroll in the program.

Additionally, applicable information regarding students in the program includes the following:

1. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh, or twelfth grades, may participate in the high school in the college program.

2. Students will receive credit for the courses they complete. If a student completes a course for which there is no comparable course at Spokane International Academy, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.
3. Students may be required to pay a tuition fee to receive college credit for a course.

Students will not be required to pay a tuition fee for high school credit.

National Guard High School Career Training

Spokane International Academy may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by Spokane International Academy will be obtained prior to a student's participation in a National Guard training program as follows:

1. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with Spokane International Academy.

2. The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of Spokane International Academy. Such agreement will be noted on MIL Form 115 or an equivalent form.

3. Spokane International Academy may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

Guidelines for granting high school credit for homeschooling are as follows:

1. To gain credit for a course of study, a student will provide the following:
    a. A journal that reflects the actual work completed during a home-study course.;
    b. Exhibits of any specific projects completed (e.g., themes, research papers, art, and/or shop projects); or
    c. Any such other performance-based exhibits of specific course-related accomplishments.

2. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80% of the objectives of the course. Such testing will be available as an ancillary service of Spokane International Academy if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel.

3. Credit is granted for the following approved schools:

a. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington; and
b. Other schools or institutions that are approved by Spokane International Academy after evaluation for a particular course offering.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

A. Plan Development

Beginning in the seventh grade, each student will be administered a career interest and skills inventory, which is intended to inform eighth-grade course scheduling and the development of an initial high school and beyond plan.

No later than eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.

By ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. These courses may include career and technical education equivalencies in mathematics adopted pursuant to 28A.230.097 and district policy.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in 10th grade to reflect high school assessment results in RCW 28A.655.061, ensure student access to advanced course options per Spokane International Academy's academic acceleration policy, assess progress toward identified goals, and revise as necessary for changing interests, goals, and needs.

For students who have not met the standard on state assessments or who are behind in completion of credits or who are in a graduation pathway, options will be given the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet all high school graduation requirements. The parents or legal guardians shall be notified

about these opportunities, as included in the student's high school and beyond plan, preferably through a student-led conference that includes the parents or legal guardians, at least annually until the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to postschool transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students.

Spokane International Academy will involve parents and legal guardians to the greatest extent feasible in the process of developing and updating the high school and beyond plan. The plan will be provided to the student and students' parents or legal guardians in a language the student and students' parents or legal guardians understand and in accordance with Spokane International Academy's language access policy and procedures, which may require language assistance for students and parents or legal guardians with limited English proficiency.

Spokane International Academy will annually provide students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by Spokane International Academy. Spokane International Academy will begin to provide this information beginning in sixth grade. Spokane International Academy will provide this information in accordance with Spokane International Academy's language access policy and procedures.

Spokane International Academy may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary and career pathways. Partnerships may include high school and beyond plan coordination and planning, data sharing agreements, and safe and secure access to individual student's high school and beyond plans.

B. Components of the High School and Beyond Plan

All high school and beyond plans must, at a minimum, include the following elements:

1. Identification of career goals and interests, aided by a skills and interest assessment;

2. Identification of secondary and postsecondary education and training goals;

3. An academic plan for course taking that:

a. Informs students about course options for satisfying state and local graduation requirements;
b. Satisfies state and local graduation requirements;

4. Aligns with the student's secondary goals, which can include education, training, and career preparation;

5. Identifies available advanced course sequences per Spokane International Academy's academic acceleration policy that include dual credit courses or other programs and are aligned with the student's postsecondary goals;

6. Informs students about the potential impact of their course selections on postsecondary opportunities;

7. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;

a. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and

b. If applicable, identifies opportunities for credit recovery and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade level progression and gradation per RCW 28A.320.192;

8. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:

a. The college-bound scholarship program established in chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200, and other scholarship opportunities;
b. The documentation necessary for completing state and federal financial aid applications; application timelines and submission deadlines; and the importance of submitting applications early.
c. Information specific to students who are or have been the subject of a dependency proceeding pursuant to chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or legal guardian will be required to provide financial and tax information necessary to complete applications;
d. Opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or legal guardians, with filling out financial aid

applications in accordance with RCW 28A.300.815; and

e. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280.

9. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, extracurricular activities, and any community service, including how Spokane International Academy has recognized the community service.

[District note: A district may establish additional local requirements for high school and beyond plans to serve the needs and interests of its students.]

IV. GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness, as long as the option chosen is in alignment with the student's high school and beyond plan.

Spokane International Academy will provide annual notice, in a way that conforms with Board Policy 4218 – Language Access, to modify as necessary for your district to students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by Spokane International Academy.
At least annually, Spokane International Academy will examine data on student groups participating in and completing each graduation pathway option that Spokane International Academy offers. At a minimum, the data on graduation pathway participation and completion will be disaggregated by the student groups described in RCW **28A.300.042** (1) and (3), and by:

- Gender;
- Students who are the subject of a dependency proceeding pursuant to chapter **13.34** RCW;
- Students who are experiencing homelessness as defined in *RCW **28A.300.542**(4); and
- Multilingual/English learners.

If the results of the analysis required under the statute show disproportionate participation and completion rates by student groups, then the school district will identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses.

“Dual credit course” means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

Before course scheduling or course registration for the next school term, Spokane International Academy will provide the following information to students in grades nine through twelve and their parents: information about each available dual credit program and any financial assistance available to reduce dual credit course and exam costs for students and their families. The information will be provided by email and other communication methods. To the extent feasible, the information will be translated into the primary language of each parent or legal guardian.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student's college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must
satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by meeting the requirements of an A or a B below in the AP, International Baccalaureate, and Cambridge international courses in English language arts or mathematics that the state board of education designates as eligible to be used

to meet this standard:

1. Earning high school credit with a grade of C+ or higher in each term in the eligible AP, international baccalaureate, and Cambridge international courses in English language arts or mathematics courses; or 2. Earning at least the minimum score of three on advanced placement exams, four on standard-level and higher-level international baccalaureate exams, or scores of E(e) or higher on A and AS level Cambridge international exams for the corresponding courses.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Performance-based Learning Experience

Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standards in the Armed Services Vocational Aptitude Battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses or apprenticeships that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

[District note: Districts have discretion in determining which pathway options they will offer to students.]

VI. STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student.

The following process will be followed to help a student with an IEP graduate:

1. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.

2. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to Spokane International Academy's standard graduation requirements may include the following:

   a. Attainable alternate classwork or individualized activities substituted for standard requirements;
   b. An extension of time for the student to remain in school to complete graduation requirements.
   c. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.

3. The student will, in cooperation with his or her parent or guardian and the IEP team, determine the following:

a. The projected date by which all graduation requirements will be met; and
b. The projected date and conditions under which the student will participate in the graduation ceremony.

4. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies Spokane International Academy's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receiving the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:
    1. Passing a foreign language Advanced Placement exam with a score of three or higher;
    2. Passing an International Baccalaureate exam with a score of four or higher;
    3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
    4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
    5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy."

VIII. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 22 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

Spokane International Academy will allow students to wear an item or object of cultural significance with or attached to their gown at high school commencements and other official graduation ceremonies and events. "An item or object of cultural significance" may include multiple items or objects if they are traditionally worn or used together. Items or objects worn in accordance with this Procedure must be befitting of the ceremony or event and adhere to Spokane International Academy’s applicable decorum requirements. The discretion and authority of a school district to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or event. Additionally, Spokane International Academy will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, Spokane International Academy has discretion and authority to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or event, and to determine the conduct for graduation ceremonies as described below.

Note: The following A – E list is offered to provide possible examples of parameters around graduation ceremonies. The board should determine what if any conditions it would like to set and delete non-applicable language. The board might want to consider whether conditions to participation are inclusive.

Graduation ceremonies will be conducted in the following manner:

1. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.

2. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and school counselor.

3. Students who participate will use good taste in their choice of accessories for their attire.

4. Each student who participates will cooperate with the school administrator and school counselor and participate in all parts of the graduation ceremonies.

5. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

IX. AWARDING DIPLOMAS POSTHUMOUSLY

At the request of a parent, guardian, or custodian, Spokane International Academy may issue a high school diploma to a deceased student if the student:

- Was enrolled in a public school in Spokane International Academy at the time of death
- Was deemed on-track to graduation before the time of death; and
- Died after matriculating into high school.

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. Spokane International Academy is not required to award the diploma at the same ceremony or event as other students. Spokane International Academy may retroactively issue high school diplomas posthumously at its discretion.

X. WITHHOLDING OF A DIPLOMA

Spokane International Academy may withhold a student's diploma based on the student’s damage to property in accordance with Board Policy 3250 – Student Fees, Fines, or Charges.

Any student discipline will be in accordance with Board Policy 3241 - Student Discipline. Student discipline may include denying the student’s participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, Spokane International Academy will grant the diploma.

Coversheet

Policy 3143

Section: II. Consent Agenda
Item: G. Policy 3143
Purpose: Vote
Submitted by:
Related Material:
Policy 3143 - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm.pdf

Policy 3143 - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

(Adopted September 2025)

Section: 3000 - Students

Title: Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

Number: 3143

Spokane International Academy is committed to providing a safe and secure environment for all its students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

A. **Notification of Student Offenses from County Sheriff's Office, Courts, Department of Social and Health Services, Department of Corrections, and Other School Districts.**

Spokane International Academy receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff's office, the courts, the department of social and health services, the department of corrections, and other school districts where the student previously enrolled. Spokane International Academy will take appropriate precautionary measures when it receives notices and information of student offenses from any of these sources. Student discipline, if any, will be consistent with 3241.

The Head of School, or his or her designee, and school principals play an important role in determining and implementing appropriate precautionary measures relating to notices and information about student offenses. If the Head of School, a designee of the Head of School, or a principal of a school receives student offense information under RCW 28A.225.330 (notifications from other school districts), 9A.44.138 (sheriff notifications to school districts), 13.04.155 (court notifications to school districts), 13.40.215 (department of children, youth, and families notifications to school districts), or 72.09.730 (department

of corrections notifications to school districts), the following notification provisions will be followed.

1. **Sex Offenses and Registered Sex or Kidnapping Offenders.**

a. Head of School or Designee. Upon receipt of information about sex offenses as defined in RCW 9.94A.030 or upon receipt of information about registered sex or kidnapping offenders pursuant to RCW 9A.44.138, the Head of School or his or her designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.

b. Principals. When the principal receives the information described above, he or she must then disclose the information as follows.

If the student is classified as a risk level II or III, the principal shall provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

If the student is classified as a risk level I, the principal shall provide the information received only to personnel

who, in the judgment of the principal, for security purposes should be aware of the student's record.

c. Convicted Juvenile Sex Offenders Attendance at Victims School. Convicted juvenile sex offenders are prohibited from attending the elementary, middle, or high school attended by their victims or their victims' siblings. The parents or legal guardians of the convicted juvenile sex offender shall be responsible for providing transportation or covering other costs associated with or required by the sex offender's change in school.

The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

d. Collaboration. The principal or designee will consult and collaborate with the department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

e. Inquiries by the Public. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public. Therefore, district and school staff will refer all inquiries by the public at large (including parents and students) regarding students required to register as a sex or kidnapping offender directly to law enforcement.

2. Violent Offenses, Firearms and Dangerous Weapons Crimes, Unlawful Possession or Delivery of Controlled Substances, or School Disciplinary Actions.

a. Head of School or Designee. Upon receipt of information about a violent offense as defined in RCW 9.94A.030, any crime under chapter 9.41 RCW, unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW, or a school disciplinary action, the Head of School or designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where

the student was most recently enrolled.

b. Principals. When the principal, receives the information described above, he or she, has discretion to share the information with a staff member if, in the principal's judgment, the information is necessary for:

• The staff member to supervise the student;

• The staff member to provide or refer the student to therapeutic or behavioral health services; or • Security purposes.

School principals and staff should use care not to allow a student's demographic or personal characteristics to bias the decision of whether to share information received.

Upon receipt of information about an adjudication in juvenile court for an unlawful possession of a controlled substance in violation of chapter 69.50 RCW, the principal must notify the student and the parent or legal guardian

at least five days before sharing the information with a district staff member.

If either the student or the student's parent or legal guardian objects to the proposed sharing of the information, the student, the student's parent or legal guardian, or both, may, within five business days of receiving notice from the principal, appeal the decision to share the information with staff to the Head of School of Spokane International Academy in accordance with procedures developed by Spokane International Academy.

The Head of School shall have five business days after receiving an appeal under the above to make a written determination on the matter. Determinations by the Head of School under this subsection are final and not subject to further appeal.

A principal may not share adjudication information under this subsection with a district staff member while an appeal is pending.

3. Public Records Act.

Any information received by district staff under this section is exempt from disclosure under the public records act (chapter 42.56 RCW) and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the family and educational and privacy rights act of 1994 (20 U.S.C. Sec. 1232g et seq.).

4. Assignment of Student Offenders to Certain Classrooms.

A student committing an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief) when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.

A student who commits an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

B. Notification of Threats of Violence or Harm.

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. “Threats of violence or harm” means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

Spokane International Academy will assess and address potential threats of violence or harm. In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. Spokane International Academy will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If there is a specific and significant threat to the health or safety of a student or other individuals, Spokane International Academy may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

Spokane International Academy may use information about a threat of harm or violence in connection with student discipline consistent with Policy and Procedure 3241.

Spokane International Academy, board, school officials, and school employees providing notice in good faith as required and consistent with the board’s policies are immune from any liability arising out of such notification. A person who intentionally and in bad faith or maliciously, knowingly makes a false notification of a threat under this section is guilty of a misdemeanor punishable under RCW 9A.20.021.

C. Immunity.

Any school district or district employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

D. Notification of Criminal Action

Upon receiving a report that a criminal action is alleged to have been committed against a student on school property during the school day or during a school-sponsored activity, including if there has been a shooting on school property, or that a student has been detained based on probable cause that they were involved in criminal activity on school property during the school day, Spokane International Academy will immediately notify the student’s parents or legal guardians.

Legal References

RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement - Provision of information to teachers and other personnel ••• Confidentiality

RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking ••• Notification of discharge, parole, leave, release, transfer, or escape ••• To whom given ••• School attendance ••• Definitions RCW 28A.600.460 Classroom discipline ••• Policies - Classroom placement of student offenders ••• Data on disciplinary actions

RCW 4.24.550 Sex offenders and kidnapping offenders ••• Release of information to public ••• Web site

RCW 9A.44.130 Registration of sex offenders and kidnapping offenders ••• Procedures ••• Definition ••• Penalties

RCW 28A.225.330 Enrolling students from other districts ••• Requests for information and permanent records •• Immunity from liability ••• ••• Rules

RCW 28A.320.128 Notice and disclosure policies ••• Threats of violence ••• Student conduct ••• Immunity for good faith notice ••• Penalty

RCW 28A.320; 2020 c 167 •• 1 ••• Notification provisions

RCW 72.09.345 Sex offenders ••• Release of information to protect public ••• End-of-sentence review committee ••• Assessment ••• Records access ••• Review, classification, referral of offenders ••• Issuance of narrative notices

WAC 392-400 Student Discipline

20 U.S.C. 1232g; 34 C.F.R. Part 99 Family Educational Rights and Privacy Act Article IX, Section 1, Washington State Constitution

RCW 28A.605.005 Parental rights

Cross References

2161 - Special Education and Related Services for Eligible Students

2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 3120 - Enrollment

3140 - Release of Resident Students

3207 - Prohibition of Harassment, Intimidation, and Bullying

3225 - School-Based Threat Assessment

3231 - Student Records

3241 - Student Discipline

4020 - Confidential Communications

5281 - Disciplinary Action and Discharge

6513 - Workplace Violence Prevention

Management Resources

2018 - December 2018 - December Policy Issue

2018 - August 2018 - August Policy Issue

2010 - October Issue

Policy News, June 1999 School Safety Bills Impact Policy

Policy News, August 1997 Legislature addresses student discipline

2020 - August Issue

Coversheet

Policy 3210

Section: II. Consent Agenda
Item: H. Policy 3210
Purpose: Vote
Submitted by:
Related Material: Policy 3210 - Nondiscrimination (Sept 2025).pdf

Nondiscrimination Procedure

Adopted September 2025

Section 3000 - Students

Title - Nondiscrimination

Number - 3210P

Last Revised - 09/17/2025

Prior Revised Dates - 05/07/19

This complaint procedure is adopted in accordance with chapter 392-190 WAC

Complainant

Anyone may file a complaint against the district alleging that it has violated anti-discrimination laws. The person filing the complaint is referred to as the "complainant."

Formal Complaint

A formal complaint must be in writing and describe the specific acts, conditions, or circumstances alleged to violate anti-discrimination laws.

A complaint must be filed within one year of the occurrence giving rise to the complaint. The deadline will not be imposed if the complainant was prevented from filing a complaint because (1) the district specifically misrepresented that it had resolved the problem forming the basis of the complaint or (2) the district withheld information it was required to provide under chapter 392-190 WAC.

A complaint may be filed by mail, fax, email, or hand delivery to any district or school administrator or to the compliance officer.

Informal Complaint

A complainant may bring an informal (i.e., oral) complaint to the district. If that occurs, the compliance officer or their designee will schedule a meeting to discuss the informal complaint and how to resolve the complainant's concerns. Using this informal process does not limit the complainant's right to file a formal complaint. Further, as part of this informal process, the district will notify the complainant in writing about their right to file a formal complaint. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

Receiving a Formal Complaint

Any district or school administrator who receives a formal complaint will promptly notify the compliance officer. Once the compliance officer receives a complaint, they will do the following:

1. Provide the complainant with a copy of Policy 3210 and this procedure in a language they can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

2. Ensure that the district conducts a prompt and thorough investigation into the allegations in the complaint.

In lieu of investigating, the district and the complainant may agree to resolve the complaint. If the complaint is resolved, no further action is necessary.

Written Response to a Formal Complaint

After completing the investigation, the compliance officer or their designee will give the superintendent a full written report of the complaint and the investigation results.

The superintendent or their designee will issue a written response to the complainant within thirty calendar days after the district receives the formal complaint. The thirty-day timeline can be extended if agreed to by the complainant or if exceptional circumstances related to the complaint require an extension. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The written response must include a summary of the results of the investigation; a finding as to whether the district failed to comply with anti-discrimination laws; notice to the complainant of their right to appeal, including where and to whom the appeal must be filed; and, if the district failed to comply with anti-discrimination laws, the corrective measure deemed necessary to correct the noncompliance. Any corrective measures must be instituted as expeditiously as possible but no later than thirty calendar days after the written response is issued unless otherwise agreed to by the complainant. The written response will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The district will send a copy of the written response to the Office of the Superintendent of Public Instruction (OSPI) when it sends the response to the complainant.

Appeal to the Board

If a complainant disagrees with the superintendent’s written response, they may appeal to the board. The appeal must be in writing and filed with the superintendent within ten calendar days of receiving the written response.

The board must issue a written appeal decision within thirty calendar days of receiving the appeal unless the complainant agrees otherwise. The board may schedule a meeting to hear from the complainant and district representatives before issuing its decision. If it doesn’t schedule a meeting, the board will consider the investigation report, the written response, and any documentation the complainant submits before making its decision.

The appeal decision must include notice of the complainant’s right to file a complaint with OSPI under WAC 392-190-075. The district will send a copy of the appeal decision to OSPI.

The appeal decision will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

Complaint to OSPI

If a complainant disagrees with the board's decision, or if the district fails to comply with this procedure, the complainant may file a complaint with OSPI.

A complaint must be received by OSPI on or before the twentieth calendar day following the date upon which the complainant received the board's decision unless OPSI grants an extension for good cause.

Complaints may be submitted by mail, fax, email, or hand delivery.

A complaint must be in writing and include the following: (1) a description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; (2) the name and contact information, including address, of the complainant; (3) the name and address of the district subject to the complaint; (4) a copy of the district's written response and appeal decision, if any; and (5) a proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the student's name and address and the name of the school and school district the student attends. If the student is homeless, the complaint should include contact information.

Upon receipt of a complaint, OSPI may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the board.

Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with chapter 392-190 WAC or OSPI's guidelines and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Administrative Hearing

The complainant or the district may appeal OSPI's written decision by filing a written notice of appeal with OPSI within thirty calendar days of receiving the decision. OSPI will conduct a formal administrative hearing in accordance with the Administrative Procedures Act, chapter 34.05 RCW.

Mediation

The district may offer mediation at any time during the complaint procedure. The purpose of mediation is to offer the complainant and the district an opportunity to resolve disputes and reach an acceptable agreement concerning the complaint using an impartial mediator. The parties may agree to extend the complaint procedure deadlines to pursue mediation.

Mediation is voluntary, requires the agreement of both parties, and may be terminated by either party at any time.

The mediator must be impartial, may not be an employee of the district or any agency providing education or related services to a student who is involved in the mediation, and must not have a

personal or professional conflict of interest. A person is not disqualified as a mediator solely because the district pays them to serve as a mediator.

If the parties resolve a dispute through mediation, they may execute a legally binding agreement that describes the resolution, states that all discussions that occurred during mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing, or civil proceeding, and is signed by the complainant and the district’s representative.

Recordkeeping

The compliance officer's office will maintain documentation for each complaint received (e.g., the complaint, notices, the investigation report, the written response, the appeal decision, documentation of corrective measures, etc.) for six years.

Coversheet

Updated Student & Family Handbook

Section: II. Consent Agenda
Item: I. Updated Student & Family Handbook
Purpose: Vote
Submitted by:
Related Material: _Family Handbook 2025-2026.pdf

2025-2026

Family Handbook

Letter from the Head of School

Dear SIA Students and Families,

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

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

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

Sincerely,

Morgen Flowers-Washington

Morgen Flowers-Washington
Head of School

Table of Contents

Letter from the Head of School **2**

Section 1: Campus Information **6**

Closed Campus 6
Board of Directors 6
Attendance 6
Transportation 9
Arrival and Dismissal 10
Field Studies 11
Authorized Adult Pickup 11
Medication at School 11
Health/Immunization Information 12
Dress Code 12
Parent/Guardian Visitors 13
Student Phone Usage 13
Deliveries to Students 13

Section 2: Academic Policies **14**

Curriculum Overview 14
International Baccalaureate (IB) 14
International Mindedness/Global Competence 15
Opting-out of curriculum 17
Spokane Virtual Learning (SVL) Participation 17
High School Courses 18
Highly Capable Program 18
Accelerated Math Placement (Middle Academy) 19
Academic Honesty Policy 20
State Testing Participation 21
Academic Effort 22
Advisory Program (Middle Academy) 23
Grading and Assessment 23
Report Cards and Progress Reports (Middle Academy) 25

Honors and Awards 25
Primary Academy Promotion Requirements 25
Middle Academy Promotion Requirements 26

Section 3: REACH Values and Discipline 28
Student Behavior Expectations 28
IB Learner Profile 29
Discipline Process 30
Consequences 30
Policies 31
Actions that Will Warrant Interventions or Suspensions 32
persistently Disruptive Students 32
Suspensions 32
Expulsion 34

Section 4: Facilities and Resources Policies 35
School Property 35
Textbooks 35
Laptop Computers 35
Responsibility for Personal Property 36
Lost and Found 36
School Supplies 36
School Fees 36

Section 5. General School Policies 37
Non Discrimination Statement 37
Sexual Harassment 37
Homeless Education (McKinney-Vento) 40
Student Records 40
Media Release 40
Distribution of Published Materials or Documents 41
Commerce 41
Informal Parent/Guardian Grievance Policy 41
Formal Parent/Guardian Grievance Policy 41

Section 6. Athletics and Extracurricular Activities 43

Participation 43

Section 7: Weather and Emergency Procedures 44

Accident or Medical Emergency 44

School Closings 44

Fire Alarms and Building Emergencies 45

Appendices: 46

School Hours 46

B. Student Dress Code 46

C. Make-up Work and Late Work Procedures and Policies 47

D. Student Technology Use Summary 48

E. Student Core Value Pledge 51

F. Parent Guardian Core Value Pledge 52

G. Student and Family Handbook Contract Acknowledgment 53

Section 1: Campus Information

Closed Campus

SIA is a closed campus for students in Kindergarten -12th grade. When on campus during SIA's academic hours students must always be under the supervision of an adult. Students should not leave campus throughout the day without prior authorization from caregivers and administration. Students who leave campus without authorization will receive a discipline consequence and will be considered truant from school. Upon dismissal, students may leave campus if they do not have other obligations (clubs, athletics, academic or pre-established after school commitment). Students are not allowed to remain on campus past 3:30 pm unless given explicit permission from an SIA staff member to do so.

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

Students in 11th and 12th grade who participate in both the Skills Center and Running Start have a more flexible schedule. For example, students in Running Start who have classes at Running Start in the morning may arrive mid-day to complete required SIA classes in the afternoons. Students may not leave campus prior to the conclusion of their classes. For questions regarding the specifics of this policy, please reach out to the SIA Administration.

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

Board of Directors

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

Attendance

It is essential that students be present daily, to ensure success in our academic program. The attendance policy at SIA has been formed in order to ensure that this remains the case. Therefore, any student who

misses more than 15 days of school over the course of a school year may be recommended for retention in their current grade level for the following year. The school reserves the right to make exceptions to this policy in the instance of an extended absence due to medical reasons. Additionally, if a student accrues an excessive number of absences, the counselor will file a required stay petition with the juvenile courts to assist in resolving the situation. Please reach out to the school counselors for more information about mandatory attendance (BECCA process), and required filings.

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

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

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

Medical Visits
Doctor visits or other similar circumstances require a note from a parent/guardian detailing the time to be excused, reason for leaving, approximate time of return and parent/guardian phone number. Upon return, the student must provide a doctor's note verifying the appointment and excusing the absence. Absences will not be excused until a doctor's note has been received by the office. SIA will need documentation of any extended absences. **Families will have 3 days to submit documentation to justify the absence as excused.** The absence will remain as unexcused until paperwork is returned justifying the absence.

Dismissal/ Early Pick Up

We understand that unexpected situations may arise during the school day that require you to pick up your child early. To ensure a smooth and safe dismissal process for all students, we kindly ask that you follow these early pick-up procedures:

- **Notification in Advance:** Whenever possible, please notify the school office at least 30 minutes before your desired pick-up time by phone, email, or completing the Google sign-out form on the SIA website.

- **Prompt Pick Up:** By notifying us in advance, we can have your child ready for pick-up at your designated time in the parent pick-up area.

- **Late Notification:** If you are unable to notify us in advance, you can still pick up your child early by coming to the school office. However, there may be a brief delay to ensure proper dismissal procedures are followed.

- **Designated Pick Up Area:** All early pick-ups will take place at the designated parent pick-up area for safety and efficiency.

- **Dismissal Prep Period:** For a safe and orderly dismissal, teachers begin preparing students 30 minutes before the official dismissal time. **Early pick-ups cannot be accommodated during this 30-minute period.**

Thank you for your cooperation in following these procedures. They help us prioritize the safety and well-being of all students while ensuring a smooth dismissal process.

Tardiness/Late Pick-Up
Students are considered tardy when they are not in class by 8:00 am on a school day. Students are required to be at school on time. If a student is excessively late to class, and the tardies are unexcused, the student may be asked to meet with Administration to discuss tardiness. Secondary students who are tardy 3+ times per week will spend lunch /recess in reflection time.

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

A parent/guardian will be notified in cases of habitual tardiness/late pick-up. The parent/guardian will be expected to work with the school to implement a plan to correct the problem. Should there be an emergency that prevents a student from being on time in the morning or picked up on time in the afternoon, the parent/guardian should call the office.

Missed Classwork due to Absence:
After an absence, students are responsible for retrieving make-up assignments from their teachers. Please consult with the teacher about work that will be missed ahead of a planned absence. Students should expect to have work to make up when they return. Students will be allowed (2) days for each day they are absent to make up work that was assigned on the date of their absence. Projects that have been previously assigned, and made known to the student, will be due on the original date assigned. If a student is absent the day a project is due, they will be expected to turn it in the next day he or she is in attendance.

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

- Illness: fever, contagious disease, illness rendering student to bed rest (Doctor's note required after the third day of absence, or for frequent, recurring illness-related absence)
- Injury resulting in temporary physical disability (Doctor's note required)
- Mental Health Emergency (Doctor's note required)
- Emotional Disability (Doctor's note required)
- Family Emergency (At the discretion of SIA Administration)
- Legal Circumstance (notification from appropriate Judicial office required)

- Religious Observance
- Absences resulting from suspensions
- Absences directly related to a student experiencing homelessness.
- **Any absence other than those stated above must be approved in advance by School Administration to be considered "excused."**

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

- Absences not properly reported by the parent/guardian
- Excessive absences reported by parent (10% of the school year missed)
- Typically excused absences that have not been confirmed within 3 days of the absence
- Family vacations
  - Unless pre-arranged with Administration approval
- Absences related to sports/activities not affiliated with or approved by SIA Administration.

Other Attendance Policies: When a student is absent/truant from school or from assigned classes, SIA will notify parent/guardian within the same school day.

Procedures for monitoring and compliance of compulsory attendance

1. All absences will be investigated by school personnel on a daily basis; the school office will call to confirm the reason a child is not at school. Please be kind, we are required by law to ensure your child's location and safety.
2. After 3 unexcused absences a parent will receive a written notification of the attendance policy and expectations.
3. After 5 unexcused absences in a year, a mandatory attendance conference will be held with the student, a parent/guardian, the school counselor and Administration. At this time the student will be placed on an attendance contract.
4. Counselors are required to file a stay petition for students with 7 unexcused absences in one month or 10 unexcused absences in a school year. This petition constitutes a required referral to the Becca Court process.

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

Transportation

Spokane International Academy provides transportation to and from hubs around the Spokane Area, located within areas of high demand, during regular school hours, to all eligible students (subject to

available space on the route). Good conduct and compliance with transportation rules are required to maintain the bus transportation privilege. Please inform the school office and your child's teacher/advisor if the child changes their transportation arrangements. Any alterations to the daily bus schedule must be requested in writing at bus@spokaneintlacademy.org.

We currently have 7 busses available for student transportation, which can transport approximately 375 students.. Students wanting to access the bus need to ride a minimum of (3) days per week. Families need to register for a space on the bus prior to the beginning of each school year. This will allow school staff to develop accurate records of who should and should not be riding the bus, who needs to access which stop and help to plan out our overall transportation offering. Students who are not registered to ride the bus will not be allowed to access the bus until this is complete. Students will not be allowed to ride a bus other than the one they typically ride, unless cleared by the school administration, as there may not be adequate space to accommodate them that day. Daily bus attendance will be monitored, recorded and stored at the school.

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

Transportation provided by SIA is a privilege and students will be suspended from school bus transportation due to inappropriate behavior. Students are expected to follow all safety rules while riding the bus. It is important to remember that any time the driver must remove his/her eyes from the road to address those children who are not following bus expectations, the entire bus is placed in jeopardy. Therefore we expect students to:

1. Remain in their seats, feet and body facing forward
2. Talk in quiet voices
3. Obey the bus driver
4. Speak respectfully
5. Keep feet out of the aisles
6. Refrain from eating or drinking on the bus
7. Keep hands to themselves and inside the bus

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

1st referral - Referral from bus driver and contact home
2nd referral - 1 week bus suspension
3rd referral - 1 month bus suspension
4th referral - Removal of bus privileges for the remainder of the year.

Arrival and Dismissal

Arrival:
Students should arrive no more than 30 minutes prior to the start of school, unless prior arrangements have been made with a staff member. Students who are eating breakfast at school should report directly to the cafeteria when arriving at school.

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

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

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

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

Please make every effort to adhere to regular dismissal times. Students who are to be picked up early during the day will remain in class until the parent arrives at school. Students will not be released early to wait in the office for their parent/guardian's arrival. This causes a disruption to the learning environment, and causes the student to miss more class time than is necessary.

Field Studies

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

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

Authorized Adult Pickup

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

Medication at School

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

1. Have your doctor write orders for the school to dispense medication, giving the following information:
    - Diagnosis
    - Name of drug to be given
    - Dosage
    - Any side effect of which the staff should be aware
    - The length of time which the medication should be given
2. Please fill out and sign the school's medication release form.
3. Bring the medication to the nurse/office in pharmacy labeled bottles. Please bring a measuring tool if the medication is liquid.
4. Medication must be left in school; it may not be sent home every night.
5. It is the parent's responsibility to know when the dosage will run out and to supply the school with more if needed.

No medication, even non-prescription medication (cough drops, ibuprofen, Tylenol, etc.), may be brought to school and taken by students without written permission from authorized medical authority and supervised by school staff. Students may self-administer sunscreen without a note from their doctor. For health/safety reasons, staff will not apply sunscreen to students.

Health/Immunization Information

Immunizations:

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

- Proof of full immunization
- Certificate of Exemption

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

Dress Code

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

The Dress Code for 11th and 12th Grade differs and supports the academic program these students participate in. See the 11th and 12th Grade Dress Code here.

SIA faculty and staff reserve the sole right to interpret and enforce the student dress code. Students who violate the dress code will be required to change into a complete SIA school-sanctioned uniform. SIA may call home to request appropriate clothing be brought to school. In some cases, students may be sent home for failure to comply with the dress code.

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

Parent/Guardian Visitors

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

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

Student Phone Usage

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

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

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

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

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

Students are permitted to use cell phones ONLY before and after school, when outside of the building. **Students must silence all smart watches so the notifications received do not distract the learning environment. If they are unable to silence their watches, they must remain in the students backpack during the school day. If smart watches become a distraction and/or are being used in an inappropriate way, they will be treated like cell phones and will be confiscated by the classroom teacher or other school staff.**

Deliveries to Students

If a student leaves items at home, those items may be delivered to school and left in the office for the student to pick up. Students will be contacted during an appropriate time to retrieve their items.
Due to the distraction it causes to the learning environment, items such as balloons, flowers, food deliveries, etc. will not be allowed for students during the school day.

Section 2: Academic Policies

Curriculum Overview

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

A BROAD, BALANCED CURRICULUM

The learning standards and identified curriculum will provide:

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

A CURRICULUM THAT SUPPORTS THE DEVELOPMENT OF LEARNERS

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

International Mindedness/Global Competence

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

This is an incredible opportunity for students and families to grow their global worldviews. However, over time we have experienced pushback from some families who may not wish their children to study such topics as are listed below. We encourage you to think deeply about your family's own views on these topics and to use that to inform your choice about attending SIA. The global competence aspect is woven throughout our entire program and we do have a mission to

build international mindedness in our students. Should this not align with your perception of the purpose of school we encourage you to seek a school that does not have this same commitment.

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

Kindergarten - North and Central America
1st Grade - South America
2nd Grade - Asia
3rd Grade - Oceania
4th Grade - Africa
5th Grade - Europe

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

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

Examples of sources used for topics studied: Junior Scholastic Magazine, Learning For Justice, Participate Education (formerly VIF Intl. Education), INTERACT Simulations, TED videos, Kiva.org, Black Lens (local newspaper), Movies (Race, 42, 13th, Coco, Book of Life, Blue Planet, Planet Earth, Girl Rising, Living on One Dollar), guest speakers (GU intl. students, refugees, religious leaders, local authors, community representatives, SIA parents speaking about their careers and travel experiences and primary source materials.)

Organizations with whom we partner: Kiva.org, Generation Alive and World Relief.

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

Investigate the World
Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems - problems for which there may not be one right answer, but can be systemically engaged intellectually

and emotionally. Their questions are globally significant, questions that address important phenomena and events that are relevant world wide, in their own communities and across the globe.

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

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

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

Opting-out of curriculum

Staff at SIA go through a lengthy internal process of discussion and research when deciding on resources to include in their curriculum. All resources that may be considered sensitive in nature are discussed with, and approved by SIA Administration and the Board of Directors. All content discussed in class and through activities directly correlates with knowledge students are expected to demonstrate at the end of each course, or per Washington State law. As such, students are expected to participate in all aspects of the curriculum and of material being covered in class. This includes, but is not limited to, novels being studied, field studies, scientific theories, global conflict/strife, videos being shown, etc. Parents/guardians are welcome to request the opportunity to view any materials that are being used in our curriculum.

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

Human Growth and Development Curriculum:
All students in grades 5th - 8th grades participate in the Human Growth and Development curriculum. We believe that parents are the primary source for sexual/health education and commit to only covering content that is required to be covered via requirements set forth by the state of Washington. The materials we are using are state approved curricula and have been pared down to cover only the

necessary components. Materials being used during this unit will be made available for preview by families at least 30 days prior to the unit being taught.

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

Spokane Virtual Learning (SVL) Participation

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

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

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

High School Courses

SIA launched our high school program in the fall of 2021 as an extension of the already established K-8 program. We have expanded offerings to include AP coursework, College in the High School, New Tech Skills Center attendance, or Running Start programs through the Community Colleges of Spokane or Eastern Washington University. To learn more about the program and requirements for the high school, please visit the course guide. This is updated annually during the month of September for accuracy.

Highly Capable Program

SIA will provide services for students who qualify as highly capable. State law requires schools to identify and serve students whom they qualify as highly capable. The highly capable program is designed to meet the needs of students with exceptionally high ability. Students are identified based on Verbal (English Language Arts) and/or Quantitative (Math) skills and are provided services only in the areas in which they qualify. All students in kindergarten and 5th grade will be assessed to determine

services at SIA. Students who do not score within the anticipated range may retake the assessment during the fall of the following school year. Students will not be allowed to retake the test during the course of the same school year. Should a student qualify and the parents wish for them to not receive services, the parent has the right to refuse highly capable services for their child.

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

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

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

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

For more information related to highly capable services at SIA please visit the Highly Capable Program page on our website.

Accelerated Math Placement (Middle Academy)

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

- Score a Level 3 or 4 on the SBA during the previous testing period
- Demonstrate proficiency in MAP testing
- Demonstrate proficiency in their current math class

- Demonstrate a high motivation level and excellent work ethic
- Receive a positive recommendation from their math teacher
- Parent/Guardian permission

Other Considerations for students to accelereate in math:

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

Academic Honesty Policy

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

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

- Direct duplication by copying another's work, whether from a book, article, web site, another student's assignment, to include the improper use of artificial intelligence.
- Allowing another student to copy your assignment
- Inclusion of images, text or other forms of media, in whole or in part, from the internet or other electronic resource without proper citation
- Duplication in any manner of another student's work during a quiz, test, or exam
- Possessing *any* unauthorized documents or resources during class time, including cheat sheets, calculators or digital resources on the internet
- Paraphrasing another's work closely, with minor changes, but with the essential meaning, form, and/or progression of ideas without proper citation.
- Submitting one's own work that has previously been submitted for assessment purposes in another subject or at another school
- Producing assignments with other people (another student, a tutor) that should be your own independent work
- Pressuring others to violate the Academic Honesty Policy
- Presenting group work as your independent work, or presenting an individual's work as that of a group
- Falsifying or fabricating information, data, or sources
- Disruptive behavior during assessments that creates an environment not conducive to learning

- Improper use of AI (Artificial Intelligence refers to computer systems or software designed to perform tasks that typically require human intelligence, such as problem-solving, learning, and decision-making.) This includes Submitting AI-generated work as one's own without proper attribution. Using AI to gain unauthorized access to answers or solutions during examinations. Collaborating with AI systems or individuals in a manner that violates academic integrity guidelines.

Possible consequences of Academic Honor Code Violations:

1st Academic Honor Code Violation:
- Receive a failing grade on the assignment / alternative assignment
- Serve a suspension
- Family contact

2nd Academic Honor Code Violation:
- Receive a failing grade on the assignment / alternative assignment
- Serve a suspension
- Family contact
- Complete extensive intervention assignments (reflection essays, interviews, research, etc.)

3rd Academic Honor Code Violation:
- Receive a failing grade on the assignment / alternative assignment
- Serve a suspension
- Family contact
- Complete extensive intervention assignments (reflection essays, interviews, research, etc.)

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

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

State Testing Participation

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

Grade	ELA	Math	Science
3rd	**X**	**X**	
4th	**X**	**X**	
5th	**X**	**X**	**X**
6th	**X**	**X**	
7th	**X**	**X**	
8th	**X**	**X**	**X**
9th			
10th	**X**	**X**	
11th			**X**

Academic Effort

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

Homework:
SIA students should expect to have homework, especially in the middle and high school years.. We allow adequate time during the day for completion of a majority of the daily assignments and projects students are assigned. However, if students are unable to complete their work during the school day, for whatever reason, they may be required to take it home to complete and turn in the following day, or on the specified due date. **Timely completion of all assignments/projects at SIA is mandatory.**

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

Homework - Parent/Guardian Role:
Parents/Guardians must be aware that students may need to complete assignments at home and support their students in doing so. They are expected to actively check and review homework, if assigned, periodically check student grades online, review Google Classroom calendars for upcoming

deadlines/quiz or test dates, and to let their child's advisor know if their child is struggling with work. Parents/Guardians may encourage students to complete their homework, but should *never* do it for them.

After School Study:
After school study is assigned to students who do not complete homework assignments or are not using their class time effectively. These students are assigned to stay after school on that academic day to complete assignments. This is **mandatory** when assigned. Teachers have the sole discretion in determining whether or not a student's academic submission is deemed complete and/or acceptable.

Lunch reflection is assigned to students who are tardy to their classes three (3) or more times in a period of five (5) school days.

Failure to report to reflection will result in mandatory attendance at reflection the next academic day.

Advisory Program

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

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

1. Teach, instill and live the SIA Core Values in and out of the school community
2. Provide adult and peer support for social, emotional, career planning, and academic needs
3. Establish camaraderie and accountability in a smaller group within the larger SIA community
4. Recognize and celebrate individual and community accomplishments

Grading and Assessment

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

Student assessment practices at SIA employ both formative assessments (assessments for learning) and summative assessments (assessments of learning).
Formative assessments are ongoing and given throughout the teaching and learning process. These formal and informal assessments help teachers to identify student needs and plan for future instruction.

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

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

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

Primary Academy Grading Scale (Standards-Based):
In grades K-5, students receive a standards based grade for each standard in Math, English Language Arts, Science, Social Studies, Elective courses and their understanding of their region of focus. Students will receive a score of 1-4 based on their demonstrated level of proficiency on a range of tasks related to that standard. Students scoring a 3 or above will be deemed as working at/above grade level.

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

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

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

Standards based grades will be converted to a letter grade for any courses that are being offered for high school credit. For more information on how this will be done, please view the high school course guide HERE. This is updated annually during the month of September for accuracy.

Missing Work, Make-Up Work and Late Work:
After absences, students are partially responsible for make-up work the day they return and in person. If the student fails to request the work from their teacher, the student will not receive credit for that assignment and will not be allowed further time to make that up. **See Appendix C for current Make-Up Work and Late Work Procedures and Policy.**

Report Cards and Progress Reports

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

Honors and Awards

Students will also receive REACH Shields and other forms of recognition as they demonstrate our core values and progress through our online support programs.

Primary Academy Promotion Requirements

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

Promotion Requirements:

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

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

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

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

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

Middle Academy Promotion Requirements

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

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

Decisions about retention will be made prior to the conclusion of the school year. These decisions are made collectively between families/guardians and relevant SIA staff.

Promotion/Retention of students with an IEP/504 Plans:
Students with an IEP or 504 plan participate in general education classes whenever appropriate as determined by the student's IEP and the IEP team. The classes these students participate in have a modified curriculum that aligns with a student's goals as stated in their plan. Many of these classes also have extra staff to help support these students in their attainment of the knowledge and skills being presented. As such, a student with an IEP/504 is still expected to maintain the grade and community service expectations listed above. Please inquire with our Director of Special Education with further questions related to this requirement.

Section 3: REACH Values and Discipline

The SIA community is founded on the five core values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work. These REACH Values foster self-improvement, individual growth and character development and help define SIAs rules and behavioral expectations. For personal benefit and that of the entire school community, students are expected to consistently live the core values and support their peers in doing so. School authorities have the right and responsibility to manage student conduct and to ensure an orderly and safe learning environment. Conduct that disrupts learning,

threatens school operations, interferes with the rights and privileges of community members, endangers health and safety or damages property will not be tolerated.

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

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

Student Behavior Expectations

Respect:

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

Enthusiasm:

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

Achievement:

Students are expected to do work to the highest of their abilities whenever given a task to complete, and to complete their own work. Unacceptable behavior would include students turning in work that they know is not to their best ability, copying or intentionally plagiarizing the work of others, accepting grades on assignments and tests that are lower than what they are capable of receiving.

Citizenship:

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

Hard Work:

Students will experience situations that challenge them to develop their academic ability, strength of character and global worldview on a daily basis. Students are expected to work through these regardless

of the circumstances, because by persevering through difficulty we become stronger. Unacceptable behavior would include students choosing not to do assignments/activities, turning in work that is below their ability, not facing challenges with a willing attitude and spirit.

Learner Profile

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

SIA students strive to be:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

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

Reflective

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

Discipline Process

All staff work closely with students and therefore carry responsibility for discipline. Should a staff member have a discipline incident with a student, they use REACH values while working with the student to correct any issue. All SIA students have the right to school environments that are safe and free from distractions.

As a general rule, SIA staff aim to resolve issues and/or conflicts through a restorative process. This may include conversations, mediations, reflections, and/or family communication. All disciplinary incidents are documented. Necessary parties will receive a copy of the documentation. Families/guardians will receive communication from the school regarding the disciplinary incident.

At times, and depending on circumstances, students may receive disciplinary consequences. Consequences will depend upon the incident. Repeated discipline referrals can lead to suspension.

Consequences

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

Restorative Consequences

At Spokane International Academy, our approach to student conduct is rooted in growth, reflection, and restoration. We recognize that all students make mistakes as part of the learning process, and we view those moments as opportunities to build stronger character, deeper understanding, and healthier relationships. Consequences for violating the Student Conduct Code are designed not only to address the behavior but also to help students repair harm, reflect on choices, and re-engage with our REACH values: Respect, Enthusiasm, Achievement, Citizenship, and Hard Work.

Restorative consequences emphasize accountability through actions that build community rather than isolate students. Instead of asking only, *"What rule was broken and what punishment is deserved?"* we ask, *"Who was harmed, what is needed to repair the harm, and how can the student grow from this*

experience?" This approach allows students to take ownership of their actions, to learn from the impact of their choices, and to return to the community with stronger skills for the future.

Examples of restorative consequences may include:

- **Restorative Conversations or Conferences:** Guided discussions with peers, staff, or families to repair relationships and restore trust.
- **Service or Contribution:** Meaningful actions that give back to the school community, such as helping with a school project or supporting a classmate.
- **Reflective Assignments:** Writing, drawing, or presenting about what occurred, the impact of the behavior, and strategies for making better choices.
- **Skill-Building Supports:** Participation in social-emotional lessons, counseling sessions, or workshops to develop tools for conflict resolution, regulation, and positive decision-making.
- **Collaborative Agreements:** Student-created action steps that outline how they will move forward, supported by staff and family when appropriate.

We believe that consequences should be fair, connected to the behavior, and designed to restore rather than exclude. Serious situations may still require more traditional disciplinary measures; however, our commitment is to begin with restorative practices whenever possible. In this way, each student has the chance to learn from mistakes, strengthen connections, and continue developing into a transformative leader who contributes positively to our community and beyond.

Policies

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

Violation of this policy will lead to recommendation for long-term suspension.

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

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

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

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

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

Physical Restraint:
Corporal punishment is defined as intentional infliction of physical pain as a method of changing behavior. **Under no circumstances will corporal punishment be administered at SIA.** Physical restraint and intervention by trained staff is allowed in situations where reasonable physical restraint as a means to protect the student or others from a serious, probable, imminent threat of bodily harm; Any such acts are not in conflict with the legal definition of child abuse and will not be construed to constitute corporal punishment within the meaning and intention of this policy.

Public Displays of Affection (PDA): Spokane International Academy does not condone Public Displays of Affection during the school day. Examples of PDA are kissing, extended front to front hugging or any actions that could possibly make another student or person feel uncomfortable. Hand holding and "side hugs" are acceptable as long as they are not excessive. Students who show PDA at school are subject to disciplinary action.

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

Persistently Disruptive Students

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

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

In situations where students may be considered disruptive, SIA will follow the following procedures. Students found to be disruptive to the learning environment will be asked to reflect on REACH values and/or discuss the situation with their teacher or administration.

Students demonstrating the above mentioned behaviors may be removed from class and their families/guardians will receive communication from the school.

Suspensions

Severity of Behavior and Suspension Length:
SIA will differentiate the length of suspension from school, based on the behavior exhibited by the student. This list is meant to serve as a guide to administration as well as a general example to be referenced by students and families/guardians. This list is **not meant to be comprehensive or absolute as there are a number of variations of certain behaviors that could be exhibited.**

Length of Suspension	Example Behaviors that could warrant a suspension
1- 3 Days	● Disrespect of an adult, including verbal and/or body language, demonstrating defiance or rudeness ● Disrespect of a fellow student, such as name-calling, insulting, or intentionally excluding others from activities ● Threatened or attempted to cause physical injury to another person ● Damaging and/or theft of school property or surrounding private property ● Leaving class without permission ● Intentional disruption of class ● Repeated refusal to engage with expected academic activities ● Unsafe behaviors, such as hitting, kicking, biting, or throwing objects ● Use of inappropriate language ● Disruption of school activities or otherwise willfully defying directions of a staff member engaged in the performance of their duties ● Skipping class during the school day, choosing not to report to where they are supposed to be, or leaving the school campus or an event without permission
3 - 5 Days	● Caused physical injury to another person ● Willfully used force of violence upon another person ● Committed an obscene act ● Engaged in, or attempted to engage in, hazing activities

	● Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. ● Engaged in repeated or otherwise persistent acts of bullying, including cyber bullying (on or off campus).
Long term suspension 5 or more days	● Harassed, threatened, or intimidated staff or a student who is a witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness ● Robbery ● First or second degree assault and/or sexual assault ● Possession, sale or distribution of, or intent to sell or distribute drugs or controlled substances ● Carrying, bringing, using, or possessing a dangerous weapon without the authorization of the school or District (including any firearm or firearm facsimile that could reasonably be mistaken for an actual firearm, spring action or compressed air devices such as BB guns, fixed-blade knives with blades longer than 3", pocket knives with blades longer than 3.5", spring-loaded knives, and any other objects used or intended to be used to inflict death or serious bodily injury)

Third Out of School Suspension in a school year or (2) 5 Day Suspensions:
Upon the third suspension from school, or a student's 2nd 5-day suspension, a student will be placed on a behavior agreement, developed in concert with the student's family/guardian. In these cases, SIA administration will work together with families/guardians to discuss appropriate placement options.

Students with Disabilities:
Disruptive behavior by a student identified as a student with an individual education plan (IEP) will be addressed in accordance with the student's IEP, 504 plan, and school policy. Determinations will be made by special services, administrative and instructional staff who work with the student. For questions about discipline related to students with IEPs and/or 504 plans, contact the Director of Special Education.

Procedure Following Suspensions
All suspensions are documented in the SIA student information system. Families/guardians of the student will receive communication in writing detailing the incident and length of suspension. Students and their guardian(s) will be required to participate in a re-entry meeting following each suspension. If students and/or families/guardians choose not to actively participate in the re-entry meeting, the student's suspension may be extended until they actively work with SIA staff to build a plan going forward.

Expulsion

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

The student/family shall have a right to appeal an expulsion to the Spokane International Academy Board of Directors. There is no right of appeal beyond the Board of Directors; the Board's decision shall be final.

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

Section 4: Facilities and Resources and Policies

School Property

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

Textbooks

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

Laptop Computers (Chromebooks)

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

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

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

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

Responsibility for Personal Property

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

Lost and Found

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

School Supplies

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

We understand that purchasing school supplies can create a financial challenge for some families. If your family is unable to obtain all required items, please reach out to our school counselors for support. SIA is committed to ensuring every student has the tools they need to thrive in the classroom, and assistance is available so that no child begins the year without what they need.

School Fees

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

Section 5: General School Policies

Non Discrimination Statement

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

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB (link to form) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable

revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Jackie Pariseau <pariseau@spokaneintlacademy.org>) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:
If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:
A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage or the district's *HIB Policy [3211] and Procedure [311P]*.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy [3211] and Procedure [3211P], visit [https://www.spokaneintlacademy.org/].

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [3205] and Procedure [3207P], visit [https://www.spokaneintlacademy.org/].

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:
Civil Rights Coordinator: Jackie Pariseau, Director of Special Services, pariseau@spokaneintlacademy.org; Address: 777 E. Magnesium Spokane, WA 99208

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Jackie Pariseau, Director of Special Services, pariseau@spokaneintlacademy.org; Address: 777 E. Magnesium Spokane, WA 99208

Concerns about disability discrimination:
Section 504 Coordinator: Jackie Pariseau, Director of Special Services, pariseau@spokaneintlacademy.org; Address: 777 E. Magnesium Spokane, WA 99208

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Jackie Pariseau, Director of Special Services, pariseau@spokaneintlacademy.org; Address: 777 E. Magnesium Spokane, WA 99208

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision first to the SIA Board of Directore by emailing boardofdirectors@spokaneintlacademy.org and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)
The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)
The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: https://www2.ed.gov/about/offices/list/ocr/index.html
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identi
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit https://www.spokaneintlacademy.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:
Jackie Pariseau, Director of Special Services, pariseau@spokaneintlacademy.org; Address: 777 E. Magnesium Spokane, WA 99208

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 40.

Homeless Education (McKinney-Vento)

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

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

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

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

For enrollment and transportation support, please contact the office.

Student Records

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

Media Release

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

Distribution of Published Materials or Documents

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

Non-School Materials:

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

Commerce

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

Informal Parent/Guardian Grievance Policy

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

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

Formal Parent/Guardian Grievance Policy

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

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

- the allegations of dispute, breach of policy, or discrimination
- the contract, policy, or procedure that has been violated
- a summary of attempts to resolve the conflict through the informal process.

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

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

Within 45 work days of the formal grievance submission, the resolution team will issue a written resolution that may include plans for facilitated conflict resolution meetings, recommendations for

change in policy or procedure, or suggested next steps.

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

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

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

Section 6: Athletics and Extracurricular Activities

Participation

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

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

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

Section 7: Weather and Emergency Procedures

Accident or Medical Emergency

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

School Closings

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

Closure information will be:

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

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

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

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

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

Fire Alarms and Building Emergencies

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

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

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

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

Appendices:

A. School Hours

SIA hours:

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

Friday: 8:00 am - 1:00 pm

B. Student Dress Code

Student uniforms:

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

Uniform Ordering:

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

Student Uniform Assistance:

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

Student Tops:

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

Jackets and Sweaters

If students choose to wear a jacket, zip-up, cardigan, hooded, or pullover sweatshirt during the day, it needs to be either purchased through our online store or be plain navy blue, black or red. Students are allowed to wear any SIA hooded or zip-up sweatshirt, long-sleeve pullover or jacket available in our store so long as they are wearing their SIA polo underneath.

Student Bottoms:

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

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

Jewelry/Piercings:

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

Student Hair/Makeup:

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

Long Sleeve Undershirts/Jumpers:

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

Socks, Leggings, Tights, Shoes and Backpacks

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

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

Friday Dress Code:

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

Water bottles/Open top containers:

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

Chewing Gum

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

Hats/Headwear (Hoods)

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

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

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

D. Student Technology Use Summary

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

Do's – Student Responsibilities

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

Don't's

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

Spokane International Academy Technology Acceptable Use Policy

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

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

Policies

1. Inappropriate usage of technology will lead to serious disciplinary consequences. We expect students to apply the same REACH core values that govern their conduct in their life at SIA to also govern their use of SIA's computers at home and off-campus.
2. SIA staff reserves the right to define inappropriateness in this context and to check any student's laptop or browsing history at any time.
3. General school rules and expression of core values apply to all use of technology.
4. Reference to laptops also includes tablets or other kinds of technology provided or authorized by SIA.
5. All work created on or by or stored on any SIA equipment belongs to SIA and may be reviewed and/or retained for any purpose in line with its educational mission.
6. Computer and network storage areas may be accessed by network administrators as needed for school purposes. All files (including email and internet) viewed and stored on SIA servers or computers will be considered public, and may be viewed by a SIA staff member at any time, within reason as determined by school administration, freedom of speech and access to information will be honored.
7. At school and/or during school hours, students will use computers and other technology resources for **school related purposes only**, unless they receive specific permission to do otherwise. In classrooms, students will use technology **only as directed by the teacher**.
8. **In the event of damage to the computer or its peripheral parts, either payment for replacement/repair of the damage or the cost of the deductible will be charged.** If financial hardship is an issue, contact the school administration.
9. **SIA reserves the right to withhold technology resources from the student responsible for unpaid damages until appropriate arrangements have been made.**
10. Additional consequences may be levied in the event of multiple damage incidents by a given student.
11. No cell or multimedia devices are allowed out of your backpack during class unless directed by the teacher.
12. Materials printed at school are to be academic in nature. Documents not pertaining to school are not to be printed.
13. Students will respect the intellectual property of others by using appropriate citation, refraining from all forms of plagiarism, and abiding by federal copyright laws.
14. All students must log on with their own username and password. **Passwords must be kept confidential.** Users are responsible for all actions that occur with their user account and computers. Students who feel as though their password may no longer be secure may receive a new password from the technology teacher. **It is ALWAYS appropriate to ask someone to step away while one enters a password, and courteous to do so without being asked.**
15. Students will conserve the use of technology resources such as bandwidth, printing supplies, etc. Personal files, music, video, or other personal multimedia files unrelated to school may NOT be stored on your computer.
16. Students may not **download or install programs or inappropriate media or info.** NO PROGRAM OR PROGRAM ENHANCEMENTS ARE TO BE DOWNLOADED or installed from any source. If a program, or any portion of it, is on your hard drive without permission, it constitutes computer misuse.
17. **The Internet is available to students for academic pursuits**. Students may not use it in an inappropriate manner, or give out personal information about themselves or classmates over the Internet without specific staff permission. Students may not use their laptop for any streaming content unless it is specifically for an academic class. This includes music streaming sites, YouTube, etc.

18. The school will provide all students with access to the Internet and a Google email account. These are privileges and may be rescinded if used in an inappropriate manner. Any student who uses inappropriate language or uses the Internet or his/her email to harass, attack or defame another person or send inappropriate pictures in any communications faces immediate disciplinary action. Email is an educational tool provided for the express purpose of furthering SIA's educational mission. As such, SIA reserves the right to inspect any SIA email messages, to rescind or modify privileges in any way or at any time in the enforcement of this policy.
19. Students will not use technology for illegal or commercial enterprise.
20. Students will take all precautions with their laptops to avoid damage or theft (see Laptop Care & Maintenance Document below), and report any damage, theft or malfunction immediately. This includes but is not limited to the use of a laptop bag or backpack with a built-in laptop sleeve.

Spokane International Academy Laptop Care and Maintenance

Physical Security (keeping your laptop physically safe):

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

When to seek help:

1. Shut off the notebook immediately and bring it to the office for servicing if you have the following problems:
    1. When the power cord or plug is damaged or frayed.
    2. If liquid has been spilled on the computer.
    3. If it has been dropped or the case has been damaged.
    4. Any physical damage is noticed.
    5. The system has crashed/locked.
1. Bring your computer to the office for any repairs, upgrades, or any problems.

1. Depending on the cause of the damage, the student may/may not be issued a temporary replacement.

E. Student Core Value Pledge

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

Respect I will:

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

Enthusiasm I will:

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

Achievement I will:

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

Citizenship I will:

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

Hard Work I will:

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

F. Parent Guardian Core Value Pledge

Respect I will:

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

Enthusiasm I will:

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

Achievement I will:

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

Citizenship I will:

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

Hard Work I will:

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

G. Student and Family Handbook Contract Acknowledgment

Acknowledgement of Understanding of Family Handbook and Compliance

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

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

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

Name of Student: _____ Grade: _____

Parent/Guardian (Print): _____

Parent/Guardian (Signature):_____ Date:_____

Coversheet

Updated Staff Handbook

Section: II. Consent Agenda
Item: J. Updated Staff Handbook
Purpose: Vote
Submitted by:
Related Material: SIA Employee Handbook (25-26) - Final.pdf

EMPLOYEE HANDBOOK

2025-2026

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

Contents

I. INTRODUCTION **8**
Human Resources 8
II. FAIR EMPLOYMENT PRACTICES **9**
i. Equal Employment Opportunity 9
ii. Nepotism 10
iii. Harassment Free Workplace 11
III. EMPLOYMENT **12**
i. Employee Orientation 12
ii. Employment-at-Will 12
iii. Background and Reference Checks 12
iv. Required Training 13
v. Professional Development 14
vi. Classifications 14
vii. Exempt and Nonexempt Status 15
viii. Immigration and Employment Eligibility 15
ix. Outside Employment 16
x. Volunteer Work 17
xi. Personnel Records 17
xii. Verification of Employment 17
xiii. Updating Personal Information 17
xiv. Offer Letters (Renewal and Nonrenewal) 18
xv. Assurance Letter/Letter of Intent for Continued Employment 19
xvi. Employee Separation: Resignation/Termination 19
IV. COMPENSATION **22**
i. Pay Practices 22
ii. Pay Days 22
iii. Time Sheets (Hourly Employees Only) 23
iv. Breaks and Lunches (Non-Exempt Employees) 23
v. Restroom Access 24
vi. Payroll Deductions 24

vii. Automatic Payroll Deposit (Direct Deposit)..... 25
viii. Overtime Pay..... 25
ix. Additional Compensation..... 25
x. Clock Hours..... 26
xi. Fundamental Course of Study..... 27
xii. Inclement Weather and Natural Disasters..... 28
xiii. Performance Evaluations..... 28
xiv. Performance Evaluations - Employees' Responsibility..... 29
xv. Travel Time (Hourly Employees Only)..... 29
xvi. Reimbursed Expenses..... 30
xvii. Local Travel..... 31
xviii. Overnight Travel – Airfare/Transportation..... 31
xix. Overnight Travel - Meals and Per Diem Rates..... 32
xx. Additional Reminder..... 32
V. BENEFITS..... 34
i. Benefit Programs..... 34
ii. Eligibility for SEBB (Health) Benefits..... 34
iii. Medical/Dental/Vision Benefits (SEBB)..... 35
iv. Life Insurance and AD&D Insurance (SEBB)..... 35
v. Other Supplemental Benefits (SEBB)..... 35
vi. COBRA - Continuing Health Benefits (SEBB)..... 35
vii. Workers' Compensation Insurance..... 36
viii. Social Security/Medicare..... 36
ix. Unemployment Insurance..... 37
x. WA Cares Act..... 37
xi. Benefits Questions?..... 38
VI. RETIREMENT..... 39
i. Retirement Plans..... 39
i. School Employees Retirement System (SERS)..... 39
ii. Teachers' Retirement System (TRS)..... 40
ii. Retirement Eligibility..... 40
iii. Employee Contributions..... 41
iv. Organization Contributions..... 41
v. When Retirement Participation Ends..... 41
vi. DRS Account & DRS After Termination/Resignation..... 41
vii. Beneficiaries..... 41

VII. LEAVES..... 42
i. Description of Leave..... 42
ii. Recording Absences..... 44
iii. Usage of Leave Balances..... 44
iv. Absences - Key Guidelines..... 45
v. Blackout Dates..... 46
vi. Banked Sick Leave..... 47
vii. Requests to Receive Shared Sick Leave..... 47
viii. Requests to Transfer Banked Sick Leave..... 48
ix. Unpaid Leave (Leave Without Pay)..... 49
VIII. SPECIAL TYPES OF LEAVE..... 50
i. Family and Medical Leave Act (FMLA)..... 50
ii. Paid Family & Medical Leave Act..... 51
iii. Washington Family Care Act..... 52
iv. Washington Pregnancy Disability Act..... 53
v. Domestic Violence Leave..... 53
vi. Military Leave..... 54
vii. Washington Military Family Leave..... 54
viii. Bereavement Leave..... 54
ix. Jury Duty..... 54
IX. WORK ENVIRONMENT AND ETHICS..... 56
A. Professional Responsibilities & Rules of Management..... 56
i. Professional Expectations..... 56
ii. Spokane International Academy Mission..... 56
iii. Parents' Right to Know Under No Child Left Behind..... 57
iv. Open Door Policy..... 57
B. Ethical Business Practice..... 57
i. Employee Behavior/Personal Conduct..... 58
ii. Physical Contact with Students and Others..... 58
iii. Reporting Child Abuse..... 60
iv. Confidentiality..... 61
v. Accessing Students' Records..... 61
vi. Liability..... 62
vii. External Information and Public Relations..... 62
viii. Use of SIA Name or Logos..... 63
ix. Social Media..... 63

x. Public Statements and Agency....63
xi. Authorizations and Content Monitoring....64
xii. Staff Use of Social Media and Technology....64
xiv. Internal Information....66
xiv. Attendance....67
xv. Job Abandonment....67
xvi. Corrective Action....67
xvii. Complaint Resolution....68
xviii. Whistleblower Policy....69
xix. Personal Use of Organization Equipment/Tools....70
xx. Fee and Cash Collection....70
xxi. DonorsChoose Projects and Resources....70
C. Use of Electronic Communication Systems....71
i. Monitoring....72
ii. Security....72
iii. Personal Use....72
iv. Usage of Computer Software....73
v. Personal Websites and Blogging....73
X. SAFETY AND SECURITY....75
A. Safety....75
i. General Safety Guidelines....75
ii. Employee Responsibilities....76
iii. Evacuation Procedures....76
iv. Accident Reporting and Investigation....76
v. Drug and Alcohol-Free Workplace....77
iii. Smoking....78
iv. Workplace Violence....78
x. Weapon Possession....79
B. Security....79
i. Visitors....79
ii. Keys....79
XI. SEXUAL HARASSMENT....80
i. Definitions....80
ii. Investigation and Response....80
iii. Retaliation and False Allegations....81
iv. Staff Responsibilities....81

v. Notice and Training....82
XII. EMPLOYMENT DISCRIMINATION COMPLAINTS....83
Constitutional Foundation....84
2. Prohibited Practices....85
3. Permitted Practices....85
4. Recent Legal Developments....85
XIII. CLOSING COMMENT....87
APPENDIX - COMPENSATION SCHEDULES....88
Years of Experience/Service Calculations (for Teachers/Instructional Assistants)....88
2025-26 Teacher Salary Schedule....89
Masters Degrees....89
Longevity Stipend....90
2025-26 Instructional Assistant....90
2025-26 Operations Assistant....91
2025-26 Kitchen Manager....92
2025-26 Kitchen Assistant....93
2025-26 Custodian....93

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 Generalist 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.

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 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 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
- Physical contact
- Cartoons, pictures, posters

- Jokes and pranks
- 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.

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; 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).

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.

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)

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.

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.

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
- Employment Status (Full-time, Part-time, etc.)
- Role and Responsibilities

SIA does not provide references related to job performance, conduct, or character. SIA 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.

Personal and Professional References

Any personal or professional references given by an employee is their own and does not represent the views or opinions of SIA. Employees must request permission prior to listing a colleague, supervisor, or any staff member as a reference. Employees are not required to provide personal or professional references for current or former colleagues. Providing a reference is entirely optional and done in a personal capacity. Any reference provided by an employee is considered personal opinion and not made on behalf of SIA. Reference letters or verbal statements given by staff should not use school letterhead or official school titles in a way that implies institutional endorsement.

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.

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.

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

Involuntary Separation and Property Retrieval Policy:

In the event of an employee's involuntary separation, the following procedures must be followed to ensure minimal disruption to the school environment and to maintain the safety and integrity of the learning space.

Employees are required to schedule an appointment with Human Resources and the Director of Operations or the Facilities Director to retrieve any personal belongings. The time and date must be scheduled to ensure it does not interfere with student learning or operations.

If involuntary separation occurs, the individual may not participate in school functions or volunteer activities for the remainder of the academic year, regardless of whether they are also a parent or guardian of a student (e.g., SIA parent). This restriction is in place to preserve the professional boundaries and overall environment of the school community.

Failure to adhere to this policy may result in further administrative action and restriction of access to campus.

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.
- If a returning employee (or a new employee who has completed more than 30 days of work) separates mid school year, that employee’s contract will be revised and their PTO will be adjusted according to their new FTE:
    - The employee’s contract will be updated with the employee's last day of work as the new end date, which means their FTE (which is based on the amount of days they work in the school year) is adjusted (reduced).
    - This reduced FTE will impact PTO balances, since PTO balances are pre calculated at the beginning of the school year (or time of hire) based on the employee’s projected FTE.
    - Any leave used beyond the adjusted (updated) PTO balance is considered Leave Without Pay (LWOP) will be deducted from their final paycheck(s).

- 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.

Time off balances are calculated based on contract/assignment FTE at the beginning of the school year or the beginning of employment (if hired mid-year). Any employee resigning or terminated mid-year will have their contract adjusted to end on their final day of work, meaning their paid time off balances will be adjusted (reduced) based on their revised FTE. If paid leave used exceeds the new (reduced) paid leave balances, the amount in excess of the updated balance will be converted to Leave Without Pay. This LWOP will be deducted appropriately from your paycheck, if applicable.

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.

- 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.

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.

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
- 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

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.

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.

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 required within the Instructional Assistant's first school year 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** schedule Instructional Assistants up for FCS training sessions without their knowledge, with the exception of those provided during in-house Spokane International Academy training.
    - Instructional Assistants are **required** to contact the executive assistant for assistance registering and paying for courses.
    - 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.
- We will work with IAs hired midyear to determine requirements.

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 within their first school year of employment may be subject to disciplinary action and/or termination.

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. 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.

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.

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:
    - Exercise discretion and good business judgment with respect to those expenses.
    - Be cost conscious and spend Spokane International Academy's money as carefully and judiciously as the individual would spend his or her own funds.
    - 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.

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.

- 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

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.

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.

Employee Assistance Program (EAP)

The EAP is a confidential, employer-sponsored benefit designed to support employees facing personal, emotional, or work-related challenges that may affect their well-being or job performance.

EAP services may include: Confidential counseling (mental health, stress, anxiety, grief), substance abuse support, conflict resolution, legal and financial consultations, work-life balance resources. All EAP services are confidential and available at no cost to the employee for a set number of sessions, as determined by the provider.

Voluntary Use of EAP: Employees are encouraged to access EAP services proactively whenever they feel the need for support. They may contact the EAP provider directly and confidentially without involving HR or supervisors.

Mandatory EAP Referrals: In certain circumstances, the Human Resources Department may issue a Mandatory EAP Referral when:

- There is a noticeable decline in job performance tied to personal issues.
- Workplace behavior is disruptive, inappropriate, or raises safety concerns.
- An employee is involved in a critical incident (e.g., workplace violence, threats, substance use).
- As part of a disciplinary action or performance improvement plan (PIP), when deemed necessary.

The referral is not a punishment, but a supportive measure aimed at helping the employee address underlying issues affecting their work. HR will coordinate the referral and provide the employee with instructions for contacting the EAP provider. The employee is required to attend a designated number of sessions as part of the corrective process. While the content of the sessions remains confidential, attendance and compliance with the referral will be reported back to HR. Failure to follow through with a mandatory EAP referral may result in disciplinary action, up to and including termination, depending on the severity of the issue.

All personal information shared with the EAP remains strictly confidential and is not shared with HR, supervisors, or other employees, unless there is a legal obligation (e.g., risk of harm to self or others).

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.

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	18 months

	for gross misconduct), including retirement ● Reduction of hours	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.

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,

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.

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.

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.

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).

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 family of the employee. For purposes of this provision, family shall mean spouse, parent, child, grandchild, grandparent, sibling(s), or a person living in the same household as the employee, or anyone who has a relationship with the employee that creates an expectation that they would take care of them during an illness.
    - 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.

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.
    - Family Illness: This leave may be used in the event of illness within the family of the employee. For purposes of this provision, family shall mean spouse, parent, child, grandchild, grandparent, sibling(s), or a person living in the same household as the employee, or anyone who has a relationship with the employee that creates an expectation that they would take care of them during an illness.
    - 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.

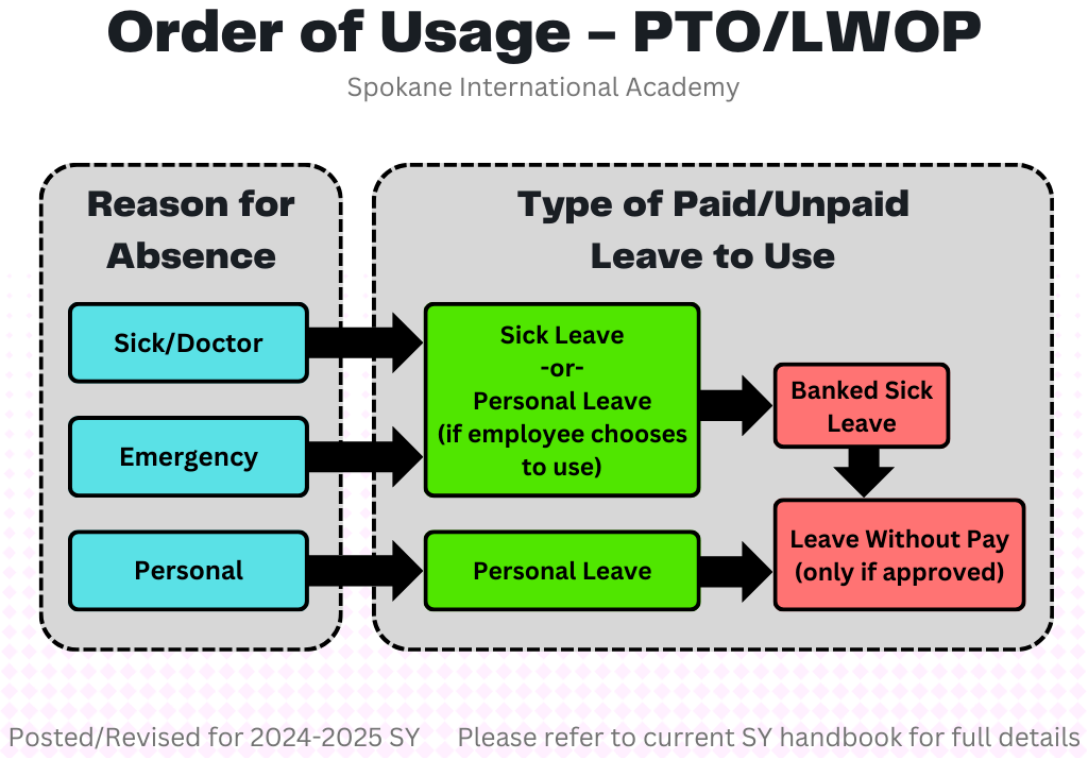
- <u>You must receive approval from the Spokane International Academy leadership team prior to taking personal leave.</u>
- <u>You may not schedule your last paid workday as a vacation day.</u> Unused leave will not be paid out should you end employment with SIA.
- <u>Please enter absences in **15 minute 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.
- 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.

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.



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

- Sick/Doctor's Appointment: Includes but is not limited to normal sickness, care for a family member (child, spouse, etc.), COVID absences, doctor's/dentist/vision appointments, etc.
- Personal: 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.
- Emergency: 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

Certificated Staff Member Absence Guidelines: For all certificated staff members (including but not limited to teachers, coaches, SPED, etc.), more than three (3) working days advance notice is required if requesting an absence that is not equal to four (4) or eight (8) hours in length, and coverage arrangement must be noted on the absence request in the school's absence management system. *This requirement applies to all certificated staff absences during contracted days and times regardless of the presence of students.*

- More than three working days' notice is defined as the day of absence plus an additional two (2) working days. For example, if a teacher is requesting a 2 hour absence on Wednesday, they must enter the absence on Friday of the week prior, and include a coverage note in the "Notes" field of their absence request stating which certificated staff member, acceptable within the criteria noted below, is covering their absence.

- The coverage arrangement must note which certificated staff member is covering the absence. Instructional Assistants (paraeducators) and Building Subs are not considered acceptable coverage even if they hold a certificate, and substitute teachers cannot be requested if an absence does not equal four (4) or eight (8) hours in length.

Absences will be adjusted to four (4) or eight (8) hours by an administrator if the absence does not follow the above criteria. Using the above example, if the absence was entered on Monday, that absence would be automatically corrected by an administrator to a four (4) hour absence to aid in finding a substitute teacher.

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.
  - 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)

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.

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.

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 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.

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 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.

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.

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.

Dress Code

All employees of SIA are expected to dress in a manner that is neat, clean, appropriate for their role, and conducive to a professional educational environment. Employee attire should promote respect, safety, positive role modeling for students, and align with the values of SIA.

Appropriate attire includes but is not limited to:

- Business casual or professional clothing
- School-branded apparel
- Clean and modest jeans or khakis
- Comfortable shoes appropriate for daily tasks and safety

Attire ***not*** appropriate for a school setting includes, but is not limited to:

- Attire displaying political, religious, or other ideologies
- Clothing depicting drugs, alcohol, tobacco, or their associated logos
- Attire displaying vulgar, violent, or explicit content
- Revealing clothing
- Tops that are low-cut, cropped, or strapless without proper layering
- Shorts, skirts, or dresses that are excessively short
- Ripped or excessively distressed clothing
- Pajamas, loungewear, or overly casual attire unless part of a designated spirit day or event
- Jewelry or accessories that display offensive language, symbols, or images are not permitted

- Tattoos that contain language or imagery that is vulgar, discriminatory, violent, or otherwise inappropriate in an educational setting must be covered

Enforcement:

School administrators are responsible for ensuring compliance with this dress code policy. If an employee's attire is deemed inappropriate, the following steps may be taken:

- A private and respectful conversation with the employee and request to change clothing or return home to change if necessary

- Documentation of repeated violations and potential progressive disciplinary action

Exceptions:

Exceptions to the dress code may be approved by building administrators for special events, field trips, themed days, or other unique circumstances.

Questions or Requests for Accommodation:

Employees seeking clarification or requesting a religious, medical, or cultural accommodation to the dress code should contact Human Resources and the Head of School.

Personal Cell Phone and Social Media

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.

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

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

Personal Hygiene in the Workplace

All employees are expected to maintain a level of personal hygiene that is appropriate for a school setting and contributes to a safe, respectful, and inclusive working and learning environment.

Employees must maintain good personal hygiene, including regular bathing or showering, oral hygiene, and clean, well-maintained hair and nails. Clothing should be clean, neat, and appropriate for the school environment and the employee's role.

Due to the potential for allergic reactions or sensitivities among students and staff, employees should avoid using strong perfumes, colognes, or scented body products. Unscented or mildly scented hygiene products are encouraged.

Employees should wear attire consistent with the school's dress code policy. Clothing should be clean, free of excessive wrinkles or damage, and suitable for interacting with students and colleagues in a professional setting.

Any concerns regarding personal hygiene will be addressed discreetly, respectfully, and confidentially by Human Resources or Head of School. Employees are encouraged to communicate any hygiene-related concerns through appropriate channels, not directly to the affected individual.

Employees with concerns or who need accommodations related to hygiene or dress due to cultural, medical, or religious reasons should contact Human Resources for support.

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
- 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.

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
- 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.

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!”
- 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.

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.

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.

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 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.

Distribution of Non-School Materials by Employees

To maintain a focused educational environment and ensure that all distributed materials are appropriate and consistent with the school's mission, this policy outlines the procedures employees must follow when distributing non-school-related items to coworkers or students.

Employees must obtain prior written approval from the Director of Operations before distributing any non-school-related items on school property or during school-sponsored activities. This includes, but is not limited to: promotional materials, Religious items or materials, flyers, and any materials not directly tied to school curriculum or operations.

Employees must submit a request to the Director of Operations at least five (5) business days before the intended distribution. The request should include a description of the item(s), the purpose of distribution, target recipients (students or staff), and the proposed date/time of distribution.

The Director of Operations will review the request and determine whether the distribution aligns with school policies, safety standards, and appropriateness for the school environment. A decision will be communicated in writing within three (3) business days of receiving the request.

Any distribution of materials without prior approval is prohibited and may result in disciplinary action. Materials that are discriminatory, politically partisan, religiously proselytizing, or disruptive to the school environment will not be approved.

Materials that are part of approved school curriculum or officially sanctioned school events do not require additional approval.

Non-compliance with this policy may result in corrective action, up to and including disciplinary measures in accordance with school HR policies.

xiv. 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 appropriate disciplinary action.

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
- 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

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.

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:
    - 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 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 benefits 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 the 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.

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 website 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.

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 to 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.
- 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.
- 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 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.

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.

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 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.

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.

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

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

Washington State Public School Policy on the Separation of Church and State

Constitutional Foundation

- **U.S. Constitution, First Amendment**: Prohibits the government from establishing religion and protects individuals' rights to freely exercise their religion.
- **Washington State Constitution, Article I, § 11**: Prohibits public funds from being used for religious worship, exercise, or instruction.
- **Washington State Constitution, Article IX, § 4**: Mandates that public schools be free from sectarian control or influence.atg.wa.gov

2. Prohibited Practices

- **School-Sponsored Religious Activities**: Public schools may not organize or endorse religious activities, including prayer, worship services, or religious instruction.
- **Religious Displays**: Displaying religious symbols or texts (e.g., the Ten Commandments) in classrooms or on school grounds is prohibited.
- **Baccalaureate Services**: Schools may not sponsor or organize religious baccalaureate ceremonies. However, if school facilities are made available to outside groups, they must be made available on the same terms to groups organizing religious baccalaureate services. wssb.wa.gov

3. Permitted Practices

- **Student Religious Expression**: Students have the right to express their religious beliefs in assignments, discussions, and other school activities, provided the expression is relevant to the subject matter. Such expressions must not disrupt the educational environment. app.leg.wa.gov
- **Private Religious Activities**: Students may engage in private religious activities, such as prayer or Bible study, during non-instructional time, as long as it does not interfere with school operations.

- **Use of School Facilities by Religious Groups**: If a school allows outside groups to use its facilities, it must do so on a neutral and non-discriminatory basis, allowing religious groups to use the facilities under the same terms as other groups. wssb.wa.gov

4. Recent Legal Developments

- **Kennedy v. Bremerton School District (2022)**: The U.S. Supreme Court ruled that a public school employee's private religious expression, such as praying on the field after a game, is protected under the First Amendment. This decision emphasized the protection of individual religious expression in public schools. reddit.com+5teenvogue.com+5apnews.com+5apnews.com
- **School Choice and Religious Schools**: The U.S. Supreme Court has ruled that state education choice programs may not discriminate against religious schools. This means that parents choosing to use public funds to send their children to a religious school is not a violation of the separation of church and state. washingtonpolicy.org+1clarkcountytoday.com+1clarkcountytoday.com+1washingtonpolicy.org+1

5. Enforcement and Compliance

- **Training and Education**: School staff will receive regular training on the constitutional requirements regarding the separation of church and state.
- **Monitoring and Reporting**: Schools will regularly review practices and policies to ensure compliance with this policy. Any concerns or violations should be reported to the school administration.
- **Disciplinary Actions**: Violations of this policy may result in disciplinary actions, including retraining, reprimands, or other appropriate measures.

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!

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.

2025-26 Teacher Salary Schedule

Years	BA +0	BA+45	BA+90	MA+0	MA+45	MA+90
0	54,959	57,616	60,276	62,049	65,254	68,458
1	55,955	58,615	61,275	63,047	65,893	69,457
2	56,973	59,620	62,274	64,046	66,891	70,456
3	58,166	60,815	63,494	65,266	68,112	71,676
4	59,388	62,035	64,715	66,487	69,333	72,897
5	60,608	63,256	65,935	67,708	70,553	74,117
6	61,829	64,476	67,156	68,928	71,774	75,338
7	63,049	65,697	68,376	70,149	72,994	76,558
8	64,270	66,917	69,597	71,369	74,215	77,779
9	64,270	68,138	70,818	72,590	75,435	78,999
10	64,270	69,358	72,140	73,911	76,757	80,729
11	64,270	70,579	74,347	76,120	78,965	83,045
12	64,270	71,800	76,613	78,384	81,231	85,360
13	64,270	71,800	78,933	80,705	83,551	87,677
14	64,270	71,800	81,266	83,038	85,961	90,082
15	64,270	71,800	83,599	85,370	88,385	92,488
16	64,270	71,800	85,931	87,702	90,811	94,901

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).

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.

2025-26 Instructional Assistant

Years of Service	No Teaching Cert.	*Teaching Cert.
0	$19.67/hr	$22.32/hr
1	$20.18/hr	$22.32/hr
2	$20.70/hr	$22.32/hr
3	$21.23/hr	$22.32/hr
4	$21.78/hr	$22.32/hr
5	$22.32/hr	$22.32/hr

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 Operations Assistant

Years of Service	
0	$19.26/hr
1	$19.62/hr
2	$19.96/hr
3	$20.32/hr
4	$20.68/hr
5	$21.06/hr

2025-26 Kitchen/Production Manager

Years of Service	
0	$23.15/hr
1	$23.55/hr
2	$23.95/hr
3	$24.35/hr
4	$24.77/hr
5	$25.21/hr

2025-26 Kitchen Assistant

Years of Service	
0	$18.60/hr
1	$18.93/hr
2	$19.24/hr
3	$19.62/hr
4	$19.97/hr
5	$20.32/hr

2025-26 Custodian

Years of Service	
0	$19.73/hr
1	$20.20/hr
2	$20.74/hr
3	$21.30/hr
4	$21.87/hr
5	$22.46/hr

Coversheet

PE Waiver

Section: II. Consent Agenda
Item: K. PE Waiver
Purpose: Vote
Submitted by:
Related Material: PE-Waiver-Middle Academy 7-8.pdf
PE-Waiver-High Sschool.pdf

Spokane International Academy
Physical Education (PE) Waiver Request Form

Grades 7 & 8 ONLY

Student's Name (Print Clearly): _____ Grade: 7th ☐ 8th ☐

Students in grades 7 or 8 are required to participate in at least 60 hours of directed athletic activity each school year (equal to one semester of PE instruction) unless such participation is waived. PE Waivers may be requested for the following reasons - please check one:

☐ 1. **Physical Disability** - Doctor's Name: _____
Verification from student's doctor or health care professional must be attached.

☐ 2. **Religious Belief** - Religious Leader's Name: _____
Verification from student's religious leader must be attached.

☐ 3. **Directed Athletics** - Document the activity or team below
A verification letter from the coach must be attached or detailed information from parent/guardian must be documented below.
Check one: SIA School Team ☐ Outside SIA School Team ☐ Independent Athletic Activity

Describe and document Directed Athletics hours:

Sport/Activity: _____ # of Hours per Week: _____

Sport/Activity: _____ # of Hours per Week: _____

Sport/Activity: _____ # of Hours per Week: _____

Total Documented Sport/Activity Hours, Sept. 2024 - June 2025: _____
(Note: Must be greater than 60 hours to qualify for a SIA Middle Academy PE Waiver)

Parent/Guardian Signature _____ Date _____

Requests should be submitted to the 6th-12th grade school administration/designee. Requests will be considered ONLY when submitted with the required documentation.

For office use: Documentation attached? ☐ Date received: _____

Physical Education (PE) Waiver

Spokane International Academy Policy - Students in grade 1-8 are required to participate in at least 100 instructional minutes per school week in PE classes (60 hours per .5 semester credit) unless such participation is waived.

Students in grades 1-8 may be excused from the PE instruction requirement for the following reasons:

A. Physical Disability

B. Religious Belief

C. Participation in Directed Athletics

Physical education waivers are not automatically granted, especially in cases where students have room in their school schedules to participate in a PE class. **Students can be denied a PE waiver when appropriate and submitting a request does not ensure that a waiver will be granted.**

Verification from a physician, religious leader, coach, instructor, or parent/guardian must be included or attached to a waiver request and submitted to school administration no later than **the start of the 4th Quarter.**

Criteria for Verification & Waiver Documentation

A. Physical Disability - Attach verification from student's doctor or health care professional indicating that participation in a PE class will be detrimental to a student's health.

B. Religious Belief - Attach a request from a student's religious leader for Religious Accommodation per School Board Policy.

C. Participation in Directed Athletics - Waivers for participation in directed athletics can be granted to students who are participating in Seattle Public School-sponsored sports or athletic teams, community-based athletic teams, or organized physical activity. To receive a PE waiver, **the student must participate in a minimum of 60 documented hours of activity. Verification of the dates and number of participation hours must be included or attached to the request form.**

Examples of activities that MAY qualify for a PE waiver include participation in tennis, ballet, karate, regularly scheduled running or fitness classes, competitive ice-skating, swim team or other team sports. **SIA sports teams are the equivalent of 30 participation hours for each sport (Cross Country, Track & Fleld)**.

Spokane International Academy
Physical Education (PE) Waiver Request Form

HIGH SCHOOL ONLY

Student's Name (Print Clearly): _____ Grade: 9th ☐ 10th ☐ 11th ☐ 12th ☐

Physical Education (PE) Waiver

PE Waivers will be granted for only ONE Semester at a time for High School Students. A waiver will only be approved if the student has proven they have met the High School PE competency. A student can only be waived from the credits for physical education. A student must take other classes to make up for the missing credits to meet minimum high school graduation requirements. All High School students must take a Health course. SIA will not waive the Health course requirement.

Physical education waivers are not automatically granted, especially in cases where students have room in their school schedules to participate in a PE class. **Students can be denied a PE waiver when appropriate and submitting a request does not ensure that a waiver will be granted.**

Verification from a physician, religious leader, coach, instructor, or parent/guardian must be included or attached to a waiver request and submitted to school administration no later than **the last day of the 1st Semester. Requests should be submitted to 6th-12th grade school administration/designee. Requests will be considered ONLY when submitted with the required documentation.**

If verification and approval is not received, students will be scheduled for a PE class during the second semester in place of another chosen elective.

The following categories qualify as allowable reasons for the administrator to consider waiving PE. Attach a copy of your High School Transcript or Academic History and your 4-year course plan. PE Waivers may be requested for the following reasons - please check one:

- ☐ 1. **Physical Disability** - **Verification from student's IEP, 504 or doctor/health care professional must be attached.**.
- ☐ 2. **Religious Belief** - **Verification from a student's religious leader must be attached. The student's religion stipulates against participation in physical education.**
- ☐ 3. **Directed Athletics** - Document the activity or team below
  A verification letter from the coach or school must be attached or detailed information from parent/guardian must be documented below.
  Check one: ☐ SIA School Team ☐ Outside of SIA School Team ☐ Independent

  Athletic Activity

Describe and document Directed Athletics hours:

Sport/Activity: _____ # of Hours per Week: _____

Sport/Activity: _____ # of Hours per Week: _____

Sport/Activity: _____ # of Hours per Week: _____

- ☐ **4. Military Science -** Attach proof of enrollment in a military science class.
- ☐ **5. Employment -** Students must work to assist family or students are currently self-supporting. Attach verification from employer.
- ☐ **6. Other Good Cause –** (for Juniors/Seniors only) The transcript must show 5 semesters of coursework. Please explain:

Parent/Guardian Signature _____ Date _____

School Administrator Signature _____ Date _____

For office use:

Documentation attached? ☐ Date received: _____

PE Competency Test Score: _____ (meeting standard = 3 or higher) Date Given: _____

Semester ending: _____

Waiver Category Description _____

Total Documented Sport/Activity Hours: _____ (Note: Must be greater than 80 hours in one Semester to qualify for a SIA High School PE Waiver)

Log for Documenting PE Waiver Request Physical Activity (Minimum 100 hours in one Semester)

Activity	Date	Number of Hours	Supervised by

	Total Hours	*	

Coversheet

Enrollment Report

Section: IV. Enrollment Update
Item: A. Enrollment Report
Purpose: Discuss
Submitted by:
Related Material: Enrollment 9-25.pdf

25-26 Enrollment - FTE

	9	10	11	12	1	2	3	4	5	6	Total Ave.	Budget	Variance
K	68.00	-									68.00	70.00	(2.00)
1	92.00										92.00	93.00	(1.00)
2	69.00										69.00	70.00	(1.00)
3	94.00										94.00	93.00	1.00
4	93.00										93.00	93.00	-
5	92.00										92.00	93.00	(1.00)
6	88.00										88.00	87.00	1.00
7	89.00										89.00	87.00	2.00
8	69.00										69.00	56.00	13.00
9	44.00										44.00	56.00	(12.00)
10	38.00										38.00	39.00	(1.00)
11	9.60										9.60	9.00	0.60
12	2.40										2.40	5.00	(2.60)
	848.00	-	-	-	-	-	-	-	-	-	848.00	851.00	(3.00)

25-26 Enrollment - Headcount

	9	10	11	12	1	2	3	4	5	6	Total Ave.	Budget	Variance
K	68.00	-									68.00	70.00	(2.00)
1	92.00										92.00	93.00	(1.00)
2	69.00										69.00	70.00	(1.00)
3	94.00										94.00	93.00	1.00
4	93.00										93.00	93.00	-
5	92.00										92.00	93.00	(1.00)
6	88.00										88.00	87.00	1.00
7	89.00										89.00	87.00	2.00
8	69.00										69.00	56.00	13.00
9	44.00										44.00	56.00	(12.00)
10	38.00										38.00	39.00	(1.00)
11	18.00										18.00	9.00	9.00
12	4.00										4.00	5.00	(1.00)
	858.00	-	-	-	-	-	-	-	-	-	858.00	851.00	7.00

Coversheet

Head of School Goals

Section:	VI. Head of School Items
Item:	A. Head of School Goals
Purpose:	Vote
Submitted by:	
Related Material:	Head of School Goals 25-26.pdf 2025-2026 Organizational Chart.pdf

Head of School Goals
Morgen Flowers-Washington
2025-2026

School 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.

As Head of School, my goals this year focus on creating sustainable systems and structures that strengthen organizational functioning, academic excellence, and long-term stability. These goals are designed to ensure clarity, accountability, and alignment with SIA's mission and vision.

Goal 1: Build Systems for Data-Driven Decision Making

Facilitate the creation and implementation of a School Data Dashboard to monitor key academic, cultural, enrollment, and financial metrics.

- Fall: Dashboard framework designed; metrics and data sources confirmed.
- Winter: Dashboard piloted with the leadership team and used for mid-year review.
- Spring: Dashboard fully operational; incorporated into board reporting.

Success Metric: Dashboard is used regularly in leadership meetings and board reporting; at least 80% of identified metrics have accurate, timely data.

Goal 2: Develop a Succession and Continuity Plan

Design and document a Succession Plan outlining responsibilities, interim leadership structures, and continuity protocols in the event of leadership transition.

- Fall: Draft plan created with leadership team input and reviewed with Board Chair.
- Winter: Plan finalized and approved by the Board; interim leaders identified.
- Spring: Plan tested through a "tabletop exercise" scenario to confirm readiness.

Success Metric: Succession plan formally approved by the Board; 100% of interim leaders trained and able to articulate their roles in the plan.

Goal 3: Ensure Adherence to ARCs and End-of-Year Academic & Organizational Goals

Oversee the full ARC cadence and EOY Goals (Academic, Culture & Belonging, Collective Efficacy, and Organization) by ensuring structures for measurement, accountability, and reporting are followed consistently.

- Fall: ARC 1 goals launched with clear deliverables, metrics, and responsible parties.
- Winter: ARC 2 mid-year review conducted; adjustments made to ensure progress.
- Spring: ARC 3 and ARC 4 goals reviewed and presented with progress on all 13 EOY goals.

Success Metric: At least 80% of ARC/EOY goals are on track by Spring 2026; all arcs are monitored with evidence collected in measurement systems (MAP, SBA, attendance, Skyward, SchoolMint, etc.).

Goal 4: Ensure Enrollment Stability and Fiscal Responsibility

Safeguard enrollment and financial sustainability through transparent practices and careful monitoring.

- Fall: Enrollment and budget projections reviewed with the Finance Committee.
- Winter: Mid-year enrollment and budget update with strategies for adjustments.
- Spring: Year-end report on enrollment trends and fiscal standing.

Success Metric: Maintain enrollment at or above 95% of budgeted projections; end the fiscal year with a balanced budget or surplus.

Goal 5: Explore the Feasibility of Expansion for Middle and High School

Lead a feasibility study to determine opportunities for expanding middle and high school programming.

- Fall: Establish task force, define guiding questions, and gather initial demand data.
- Winter: Conduct engagement with stakeholders; draft feasibility options.
- Spring: Present feasibility study and recommendations (budget, timeline, next steps).

Success Metric: Feasibility study completed and presented to the Board with at least three viable options, including financial models and facility implications.

Re-Visit Goal Progress in Board Meetings on the following dates:
November 2025
February 2026
May 2026
August 2026

2025-2026 Organizational Chart

Org Chart



SIA BOARD OF DIRECTORS

HEAD OF SCHOOL

CHIEF FINANCIAL OFFICER

Business Mgr

HR/Data Entry

Executive Assistant

DIRECTOR OF OPERATIONS

Transportation

Nurse
Office/OPS Assistant (3)
Data Coordinator

Food Service Mgr
Food Service
Kitchen Assistant (3)

DIRECTOR OF FACILITIES

Safety & Security

IT Manager

Facilities

Custodian (4)

ASSOCIATE PRINCIPAL 6-12

Teachers (23)
IA's (3)

Dir. Student Success and Prog. Dev.

Community Organizer

Counseling Team (3)

ASSOCIATE PRINCIPAL K-5

Teachers (31)
IA's (16)

MLL

DIRECTOR OF CURRICULUM and INSTRUCTION

Math Coach
Literacy Coach

Intervention: Literacy and Math (2)

DIRECTOR OF SPED

SPED Teachers (3)
SPED IA'S (4)

SLP (2)
OT/PT

School Psychologist

Coversheet

End of Year Goals/ARC 1 Work

Section: VI. Head of School Items
Item: B. End of Year Goals/ARC 1 Work
Purpose: Discuss
Submitted by:
Related Material: SIA 25-26 EOY Goals and Arcs (Original).pdf

ACADEMIC			
Goal #1: MAP - at least 50% of the students in grades 1-10 who scored in the bottom 40% in the Fall MAP test will meet their projected RIT growth goal by the Spring MAP test in Math and Literacy			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
We will administer the Fall MAP test.	95% of our students will take the MAP Test in the Fall Testing Window.	Caryn, coaches/intervention/ teachers	Chromebooks, time
We will provide all students the opportunity to set MAP testing goals.	100% of students who take the Fall MAP will make a Winter goal.	Students/teachers	Secondary MAP Goal Setting Doc PA MAP Goal Setting Doc
Teachers will receive targeted professional development on how to evaluate and use MAP data.	Teacher Participation rate	Caryn and coaches APs assist	Possible Sept 26th PD?
Arc 2 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
We will administer the Winter MAP test.	100% of students who take the Winter MAP will make a Spring goal.	Students/teachers	Secondary MAP Goal Setting Doc PA MAP Goal Setting Doc
Goal #2: All students will meet or exceed Washington State averages in Math, Science, and ELA on the Smarter Balanced State test			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Teachers will have access to and use HQIM and curriculum aligned to SBA.	Lesson plan review; common planning time observations.	Caryn, coaches, teachers	Secondary EL Common Prep Time SIA Curricula
Arc 2 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Students will participate in SBA interim assessments.	At least 95% of students as measured by the SBA report.	Teachers	SBA website and log in information.
Goal #3: Graduate 100% of seniors, ensuring each is prepared for advanced courses and post-secondary success.			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Creation of a K-12 CCR Scope and Sequence	Document completed	Tabatha, Chandi, Mathias, Melissa	School Links Graduation Plans

			Advisory Classroom Lessons
Mission alignment - 10-12 grade students will have access to and enroll in college in the HS, AP or Running Start.	100% of 11th and 12th Grade students will be enrolled in Running Start, NewTech or a College in the HS Course	Pettey and Tabatha	
Every High School Student will be enrolled in School Links Activities and completed the OSPI Benchmarks	100% of students will be enrolled in School Links (Enrollment Rate), and advisory lessons will reflect the due dates by OSPI	Tabatha and Melissa	School Links
All High School Students will have an updated HS&B plan	100% Students will have and updated High School and Beyond	Chandi/Tabatha/ Melissa	School Links
11th & 12th Grade Students and Parents will be given a Family meetings to do a course audit	100% of students and parents will participate in Audit Meeting	Tabatha/Chandi	Time/Counselor Calendar
Arc 2 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Teachers will participate in Roll Call Early Detection of Grades	Roll Call Document	Chandi	
Credit Recovery Audit will take place and policies and procedures will be reviewed	Spreadsheet with 9-12 deficiencies and policy and procedure suggestions created for the admin and staff to review.	Melissa	Credit Recovery Program
FAFSA Completion	100% of all senior students will complete the FAFSA	Admin Tabatha Pettey Students	FAFSA parent nights/ Community Resources
Goal #4: By June 2026, at least 75% of 9th grade students will be “On Track” to graduate.			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
9th Grade Students will audit	100% of 9th graders will	Chandi & Tab	Advisory Time

courses and complete a graduation plan	have a completed graduation plan		Grant for CHSS
High School Staff will participate in holding 2 Roll Call meetings and Identify 9th Grade students who need additional supports	All identified 9th graders will increase grades/growth performance by end of 1st arc	Chandi & 9th grade Team (Champions)	Time /Staff Grant for CHSS
Administration will monitor 9th grade attendance.	90% of 9th grade students will have 3 or less full day absences during Arc 1 - Activities.	Chandi	Skyward Grant for CHSS
Best practices for 9th grade success will be researched	Big picture presentation and trainings scheduled	Pettey	ESWA money

CULTURE AND BELONGING			
Goal #5: Achieve and maintain a 92% average daily attendance rate across all grade levels.			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
We will monitor student attendance daily, and follow up monthly during attendance meetings	92% average daily attendance	Admin/Counselors	
We will promote and recognize students and classes that achieve high attendance rates	Counselor criteria	Counselors Admin	Skyward reports
We will review our school attendance early identification and response system.	Follow OSPI attendance reporting timelines	Attendance team	Skyward reports, office staff outreach, admin outreach
Create a Parent Attendance Review Board	4-5 Parents agree to be on the Parent Attendance Board	Zach / Counselors / Morgen	
Goal #6: At least 85% of students will feel a sense of responsibility for the school facility/campus			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Offer PD for teachers on classroom organization by students.	100% of teachers will have access to the PD. 50% of classrooms use learned strategies.	Peterson / Bonanno Students/teachers	Possibly pay them?
Explicitly and frequently teach	At least 5 lessons will	Student Councils,	Time

students the expectations for building cleanliness.	be delivered during MM and RR.	APs	
Host one, organized family campus clean-up / beautification event	At least 20 people will attend and participate.	CAT, Community Organizer	Light refreshments Cleaning materials / equipment
Arc 2 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
We will maintain clean, organized, and welcoming learning spaces.	Agreements by staff on what the look fors are	Whole Staff	
Student survey	Student survey data	Chandi	
Goal #7: As compared to the 24-25 SY, reduce the number of classroom disciplinary referrals for young men by 25%.			
Arc1	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Staff will implement early identification and support for young men who have had chronic behavior issues in the previous year.	Identify 100% of young men who had 5 or more behavior referrals in 24-25, and provide access to a Tier 2 intervention.	APs	Open Seat Mentors Young Men's Groups
Design a young men's mentorship program for young men who have 2 or more behavior interventions	Young Men's Mentorship Program Design Completed	Community Organizer / Counselors / CAT	Time Outside Agencies
Goal #8: We will maintain a 70% participation rate for annual school events (Open House, Fall & Spring family conferences, International Night).			
Arc1	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
All teachers will have a brief low stakes phone conversation with all families in their class or advisory.	Tracking system Call log	Classroom teachers	
Create talking points and flow for family conferences.	Family Conference Talking Protocol Document completion	Admin/Instruction Coaches	
Develop a participation tracking system to monitor who is attending these events.	Test the tracker at Open House. QR code?		Raffle prize
Arc2 10/20-12/19	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET

Clearly communicate with families about the conference schedule by Oct. 23rd in advance of conferences	3-4 posts on the Weekly Update, Personalized Skyward, and a Bloomz message	Teachers, Admin Team	

Goal #9: 100% of students (K-12) will engage in at least two Global Competence learning experiences each year.			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Teachers will design one Global Competence learning experience	Learning experience must include all four elements of GC (investigating the world, weighing perspectives, communicating ideas, taking action).	Teachers Grade/Subject teams	Lesson Plans

Goal #10: Students will demonstrate understanding and application of the Habits of Mind			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Teachers will receive PD on HOM and how to apply to instruction	Staff meeting learning activity	Admin	Habits of Mind- Grade… Staff time
Explicitly and frequently teach students the HOM	At least 5 lessons will be delivered during MM and RR time.	APs / Counselor / Teachers	MM / RR time
Arc 2 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Explicitly and frequently teach students the HOM	Lesson plans?	Teachers	SchoolMint Grow

COLLECTIVE EFFICACY			
Goal #11: All teachers receive frequent and relevant performance feedback / coaching			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
All teachers will receive training on Danielson Domain 2	Staff will begin a Domain 2 self-assessment	Admin / Teachers	Training Week Time / SchoolMint Grow Add document / template

All teachers will receive observation feedback based in Danielson Domain 2	Domain 2 rubric	Admin / Teachers	Observation time / SchoolMint Grow
1st and 2nd year teachers will have the opportunity to participate in the BEST mentoring program	Active participation from 1st and 2nd year teachers	Admin / Mentor teachers / Mentees	Time / BEST materials / ESD training
Teachers will receive targeted coaching based on observation data	Instructional team meeting logs / reviews	Caryn / coaches	SchoolMint data,
Arc 2 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
By the end of the year, IAs will receive scheduled PD through ESD 101	Admin tracking sheet	Myra / Rachel	Time / Grant $
Arc 3	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Develop a tiered support system to improve teacher performance			
Goal #12: 100% of staff will regularly meet in teams to plan for instruction and analyze student data			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Grade level / subject area teams will establish a team meeting protocol and agreed-upon norms.	Admin review of protocols	Teachers / Admin	Meeting time / SchoolMint Grow
Provide consistent meeting cadence in master schedule	Provide at least 2 team-directed meeting times	Admin	Time
Arc 2 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Goal #13: 100% of staff will accurately report grades in Skyward			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Staff will receive Skyward training	Completion?	Admin	Time / Russ/ Rosene
Arc 2 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Specialist teachers will develop a standards-based scope and sequence in Skyward	By June, all Specialist teachers will have a standards-based grade book	Caryn / Sanders	

ORGANIZATION			
By June '26, SIA will retain 90% of enrolled students			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Conduct a **student needs and belonging audit** (surveys, focus	**At least 80–90% of students complete the**		

groups, and/or early attendance/engagement data) to identify top reasons why students feel connected — or disconnected — from the school community.	**belonging/engagement survey** (or attend focus groups).		
Maintain average annual enrollment of 875 students			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Facility - investigation of space use; planning for 26-27; HS space considerations;			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Develop a tracking system and response plan for building damage			
Maintain current systems (HVAC, security cameras, campus appeal)			
Create a maintenance / replacement schedule for heat pumps			
Arc 2 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET
Begin developing plans for facility upgrades and remodeling			
High-performing staff retention			
Arc 1 - Activities	MEASUREMENT	PERSON RESPONSIBLE	RESOURCE/BUDGET

ARC Cycles

K-12 CCR Scope and Sequence
Sept 1 - October 15

Do: Review what we have and map it out	Week of Sept . .	Notes:	
Do: Determine the gaps	Week of Sept . .	Notes:	
Do: Graduate Feedback	Week of Oct . . .	Notes:	
Do:			

Coversheet

September Update

Section: VI. Head of School Items
Item: C. September Update
Purpose: Discuss
Submitted by:
Related Material: _Head of School- September 2025.pdf

Head of School- September Update

SIA Board of Directors,

This update is intended to keep you informed of the progress and emerging questions for Spokane International Academy as we seek to meet our mission and build and maintain a high-quality rigorous learning environment for our students. My objectives for September have been:

1. **Staff Training and Onboarding:** This year's staff training was anchored in our theme, ***The Great Expedition: Map the Path, Pack with Purpose, and Climb as One***. We grounded this in Jon Krakauer's *Into Thin Air*, using the climb toward Everest as a metaphor for the collective preparation, resilience, and teamwork required of us as educators.

Training Highlights (6 Days)

- Refugee Simulation with World Relief: Staff experienced the challenges of displacement firsthand, building empathy and global competence.
- Teacher Community Service: Teams served at 10 different community sites, living out our mission of citizenship and leadership.
- Relay Graduate School of Education Professional Development: A full day of intensive training for teachers, focused on using rubrics effectively, identifying gaps in student learning, and planning meaningful re-teach opportunities.
- New Staff Induction (2 days): More training from the Relay Graduate School of Education on Classroom management, building trust, giving clear directions, and setting expectations.
- Classroom Preparation: One full day dedicated to setting up learning environments, plus time throughout training for collaborative planning.

Every activity tied back to our mission—equipping students with skills, habits of mind, and global competence to become transformative leaders. Training emphasized both instructional excellence and community engagement, ensuring our staff are prepared to model and teach these values.

Outcomes:

A. Theme in Practice: Staff are actively using "Map the Path, Pack with Purpose, Climb as One" as a shared language.

B. Survey Results: Over 95% of staff found training useful or highly useful, with appreciation for the balance of professional learning, mission-driven activities, and preparation time.

2. Staff Mentoring Program: We received a $30,000 grant from the BEST Mentoring Program, which provides support for first and second-year teachers. BEST also provides training. This grant allows us to pay a stipend to both the mentors and mentees for their time, purchase professional development resources, and pay for training and support. This is the second year that we have received this grant.

3. Sports and Activities at SIA: For 1st-5th Grade, SIA has students competing in Active for Youth Cross Country. We also continue our partnership with SYSA to offer after-school sports to our students. Finally, SIA is a member of the WIAA for Sports. We will have Cross Country and Track this school year for students in grades 6-12. We recently competed in two meets, one at Valley Christian School and the other at the Shadle Highlander Classic. Our students made a great effort. Our next meet is on Wednesday, Sept 24th at St. George's School.

4. Strengthening Our High School Program: This year, a major school-wide focus is on **strengthening our High School program**. We have significantly expanded opportunities for students to access college-level and career-connected learning:

A. **Dual Enrollment Highlights:**
-2 seniors enrolled full-time at Eastern Washington University.

-14 juniors and seniors attending Spokane Falls Community College.

-4 juniors at Spokane Community College.

-10 juniors and seniors attending NewTech Skills Center for half-day programs.

-**College in the High School:** English and Environmental Science through Central Washington University.

-We continue to offer AP courses. Here is a copy of our course catalogue with our academic offerings.

B. **New Position**: To ensure this expansion is sustainable and student-centered, we've created a new role: **Director of Student Success and College & Career Readiness.** This position, held by **Melissa Pettey** and funded through **Excellent Schools Washington**, is designed to strengthen high school programming and provide direct support to our students. Melissa works closely with our counseling team to align academic pathways, monitor student progress, and ensure students are on track for post-secondary success.

C. **CHSS:** We are participating in the CHSS (Center for High School Success) partnership, a structured framework designed to help 9th-grade students transition smoothly into high school and set a strong foundation for their academic, social, and emotional development. The plan focuses on key areas such as academic achievement, goal-setting, skill-building, and support systems to ensure students are on track to

graduate and prepare for future success. This is paid for with a $17,000 grant. We have the program/grant for two years. We receive a coach who works with us monthly. We are using a portion of the grant to send our 9th grade class to Camp Reed for a day of team building.

5. MAP Testing- We are giving all of our students a computer-adaptive assessment that is used to measure their academic growth and proficiency in key subject areas such as reading and mathematics.

How MAP Testing Works:

- **Adaptive Assessment:** MAP tests are adaptive, meaning the difficulty of each question changes based on the student's previous answers. If a student answers a question correctly, the test becomes more challenging; if they answer incorrectly, the questions become easier. This personalization allows for a more accurate measurement of a student's current level of understanding.
- **RIT Scores:** After completing the test, students receive a **RIT score** (Rasch Unit score), which indicates their academic level. These scores are used to track individual student growth over time, as well as compare their performance to grade-level expectations. These scores also correlate with SBA performance (State Test), which helps us predict how students will perform and how to better support them.
- We use the data to help us with the following: engage students in goal setting, measure achievement gaps, data-driven decision-making, personalized instruction, and tracking student growth.
- We base our school goals with the commission on this assessment in part. (See school-specific goals) We will take the assessment three times: Sept, Dec, and April.

Coversheet

25-26 School Calendar

Section: VI. Head of School Items
Item: F. 25-26 School Calendar
Purpose: FYI
Submitted by:
Related Material: 2025-2026 Master Calendar - Nov.pdf
2025-2026 Master Calendar - October.pdf

Ar

NOVEMBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Native American Heritage Month begins
2	**3** Dio de los Muertos (Observed) PA SIT 3:30 - 4:30 XC Practice 3:00-4:45	**4** End of 1st Quarter Reports Due 3:00-4:25 Yearbook Club @ Media Center SYSA K-1 Basketball 3:30-5:00 5:30-7PM COSP @ Media Center XC Practice 3:00-4:45	**5** SYSA 4-5 Basketball 3:30-5:00 XC Practice 3:00-4:45	**6** SYSA 2-3 Basketball 3:30-5:00 XC Practice 3:00-4:45	**7** 1PM Dismissal All Staff Meeting 1:30 PM Cafeteria House Games 10-10:30 XC WIAA State Meet@Sun Willows GC TBD	**8**
9	**10** No School for Students/Staff Lesson Plans Due	**11** Veterans' Day No School for Students/Staff	**12** 11:30 AM Dismissal Family Conferences/Book Fair 12:00 pm - 7:00 pm	**13** 11:30 AM Dismissal Family Conferences/Book Fair 12:00 pm - 4:00 pm	**14** 11:30 AM Dismissal Family Conferences/Book Fair 12:00 pm - 4:00 pm	**15**
16	**17** Secondary SIT 3:30 - 4:30 XC Practice 3:00-4:45	**18** SYSA K-1 Basketball 3:30-5:00 5:30-7PM COSP @ Media Center XC Practice 3:00-4:45	**19** 4:30 Board Meeting @ Media Center Lockdown Drill 2pm College & Career Workshop How to pay for college 5:30 - 7:00 SYSA 4-5 Basketball 3:30-5:00 XC Practice 3:00-4:45	**20** FAFSA Support Night 6:00 - 7:00 SYSA 2-3 Basketball 3:30-5:00 XC Practice 3:00-4:45	**21** 1PM Dismissal Divisional 1:30 PM Committee 2:30 PM Fall Picture Day Retakes	**22**
23	**24** Lesson Plans Due 11th/12th Grade Senior Review 3:30-4:30 PA SIT 3:30 - 4:30 XC Practice 3:00-4:45	**25** 3:00-4:25 Yearbook Club @ Media Center 5:30-7PM COSP @ Media Center XC Practice 3:00-4:45	**26** Fall Break	**27** Thanksgiving Day Fall Break	**28** Fall Break	**29**
30		**Notes:**				

		Career Cafe (Wednesdays during lunch) Native American Heritage Month

[Spokane International Academy] Event Calendar

OCTOBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 3:30-5:30 Theater Auditions/Gym PA XC Practice 3:30-4:30 XC Practice 3:00-4:45 CoGat assessments	**2** Theater Call backs CoGat assessments	**3** 1PM Dismissal House Games 10-10:30 Silly Sock Friday All Staff Meeting -1:30 PM Cafeteria 3:30-5:00 Theater rehearsal CoGat assessments	**4** Battle of the 509 @ 8:55am Spokane Polo Club
5	**6** 8th-9th Grade Roll Call 3:30-4:30 PA SIT 3:30 - 4:30 PA XC Zone Meet #2 Audubon Park 4:30 XC Practice 3:00-4:45	**7** 3:00-4:25 Yearbook Club @ Media Center 5:30-7PM COSP @ Media Center XC Practice 3:00-4:45	**8** PA XC Practice 3:30-4:30; 1st Gr time trial @ SIA 3:30 XC Practice 3:00-4:45	**9** XC Practice 3:00-4:45	**10** 1PM Dismissal Silly Sock Friday Divisional 1:30 PM Committee 2:30 PM	**11**
12	**13** Indigenous Peoples Day Homecoming Week/Spirit Day Secondary SIT 3:30 - 4:30 Lesson Plans Due PA XC Practice 3:30-4:30 XC Practice 3:00-4:45	**14** New Students Start Homecoming Week/Spirit Day 5:30-7PM COSP @ Media Center 3:00-4:25 Yearbook Club @ Media Center XC Practice 3:00-4:45	**15** Latino Heritage Month Ends PA-Poster Contest (last day to hang posters) Homecoming Week/Spirit Day PA XC Practice 3:30-4:30 XC Practice 3:00-4:45	**16** Great WA Shakeout Earthquake Drill 10:16 AM Homecoming Week/Spirit Day XC Practice 3:00-4:45	**17** 1PM Dismissal 1st Day of Diwali MA/HS Flag Football Game 3:30 - 4:30 Silly Sock Friday Team/Dept 1:30 PM Homecoming Week/Spirit Day END of ARC 1 NE1B/2B League Championships @10am Reardan	**18** Homecoming Dance 7:00 - 10:00
19	**20** Diwali	**21** Diwali	**22** 4:30 Board Meeting @ Media Center	**23**	**24** 1PM Dismissal	**25**

	8th-10th Grade Roll Call 3:30-4:30 PA SIT 3:30 - 4:30 PA XC Practice 3:30-4:30 XC Practice 3:00-4:45	College & Career Workshop #2 3:30 - 5:00 3:00-4:25 Yearbook Club @ Media Center SYSA K-1 Basketball 3:30-5:00 PA XC All City Meet Franklin Park 4:31 XC Practice 3:00-4:45	PSAT (Gr 8-9) SAT (Gr10-11) SYSA 4-5 Basketball 3:30-5:00 XC Practice 3:00-4:45	Running Start / New Tech info night 6:00 - 7:00 SYSA 2-3 Basketball 3:30-5:00 XC Practice 3:00-4:45	Silly Sock Friday All Staff PD 1:30 PM Send out conference info to families	
26	**27** Lesson Plans Due Secondary SIT 3:30 - 4:30 XC Practice 3:00-4:45	**28** New Students Start 3:00-4:25 Yearbook Club @ Media Center SYSA K-1 Basketball 3:30-5:00 5:30-7PM COSP @ Media Center XC Practice 3:00-4:45	**29** SYSA 4-5 Basketball 3:30-5:00 XC Practice 3:00-4:45	**30** UW college visit (Spokane site) SYSA 2-3 Basketball 3:30-5:00 Unity Day Everyone wears orange	**31** Halloween Data Day Staff Work Day No School for Students XC Dist 6 1B/2B Regionals @ Colfax Golf&CC WA Kids Assessment Data Deadline 9:00 pm	
		Notes: Yom Kippur 10/1-10/2 Socktober Month Cross Country Latino Heritage Month LGBTQ+ History Month Filipino American History Month PSAT WSU - Automatic Admission Career Cafe (Wednesdays during lunch) Skate Night?				

Coversheet

Board Commitment Form

Section: VII. Governance
Item: C. Board Commitment Form
Purpose: Discuss
Submitted by:
Related Material: BOARD COMMITMENT FORM – SY2025-2026.pdf

BOARD COMMITMENT FORM – FY2025

Your generosity of time, expertise, and resources makes it possible for us to advance our mission. Thank you! Please complete this form committing to all Board responsibilities for 202-2026 and return it to Cassie Anderson, Board Chair.

MISSION

- I will help shape and affirm the vision and mission of the organization.
- I will participate in the board's consistent monitoring of progress toward strategic plan milestones.

GOVERNANCE

- I will become familiar with the organization's corporate documents, including bylaws, committee charters, strategic plans, and board policies.
- I will offer support and counsel to the Head of School and hold that person accountable for results, through participating in an annual Head of School evaluation.
- I will maintain the confidentiality of sensitive board discussions.
- I will adhere to the organization's conflict of interest policies.
- I will help identify and cultivate potential new board members.

PARTICIPATION

- I will strive to attend 100% of board and committee meetings (see page 3 for board meeting schedule).
- I will prepare for and actively participate in board meetings.
- I will respond to requests via Board On Track

EVALUATION

- I will participate in board self-assessment and evaluation processes.

AMBASSADORSHIP

- I will serve as an ambassador for the organization in the community.

FUNDRAISING

- I will make a personally significant financial contribution to the organization (see page 2 for financial contribution). The board suggests a recommended floor amount of $1,000.
- I will work with staff to steward current donors and cultivate new donor prospects.

EVENTS

- I will be present to meet with the staff at one staff meeting this school year.
- I will attend one school event per semester.
- I will consider hosting or co-hosting a donor cultivation event.

COMMITTEES

I will serve on at least one board committee:

❒ Governance Committee
❒ Finance Committee
❒ Diversity, Equity, and Inclusion Committee
❒ Academic Excellence Committee
❒ Facilities Committee
❒ Development & Foundation Committee

Financial Contribution

In 2025-2026, I pledge the following financial contribution to the organization:

C3: _____
Total contribution: _____

BOARD MEETING SCHEDULE FOR SY 2025-2026

Annual Retreat: Friday, August 15, 2025

Board Meetings: Monthly, 4:30 PM-5:30 PM at Spokane International Academy, 777 E Magnesium Rd., Spokane, WA 99208

- **September 24, 2025**
- **October 22, 2025**
- **November 19, 2025**
- **December 17, 2025**
- **January 28, 2026**
- **February 25, 2026**
- **March 25, 2026**
- **April 22, 2026**
- **May 27, 2026**
- **June 24, 2026**
- **July 22, 2026**
- **August 26, 2026**

Coversheet

23/24 Audit

Section: VIII. Other Business
Item: B. 23/24 Audit
Purpose: Discuss
Submitted by:
Related Material: Spokane_International_Academy_2024_Final_Governance_Letter.pdf
Spokane_International_Academy_2024_Final_Financial_Statements.pdf

August 26, 2025

To the Board of Directors
Spokane International Academy
Spokane, Washington

We have audited the financial statements of Spokane International Academy as of and for the year ended August 31, 2024, and have issued our report thereon dated August 26, 2025. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards* and our Compliance Audit under the Uniform Guidance

As communicated in our letter dated December 9, 2024, our responsibility, as described by professional standards, is to form and express opinions about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America and to express an opinion on whether Spokane International Academy complied with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Spokane International Academy's major federal programs. Our audit of the financial statements and major program compliance does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Spokane International Academy solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Our responsibility, as prescribed by professional standards as it relates to the audit of Spokane International Academy's major federal program compliance, is to express an opinion on the compliance for each of Spokane International Academy's major federal programs based on our audit of the types of compliance requirements referred to above. An audit of major program compliance includes consideration of internal control over compliance with the types of compliance requirements referred to above as a basis for designing audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, as a part of our major program compliance audit, we considered internal control over compliance for these purposes and not to provide any assurance on the effectiveness of Spokane International Academy's internal control over compliance.

eidebailly.com
999 W. Riverside Ave., Ste. 101 • Spokane, WA 99201-1003 • T 509.747.6154 • F 509.838.0508 • EOE
Powered by BoardOnTrack

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated August 26, 2025. We have also provided our comments regarding compliance with the types of compliance requirements referred to above and internal controls over compliance during our audit in our Independent Auditor's Report on Compliance with Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance dated August 26, 2025.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Spokane International Academy is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2024. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Accounting Estimates and Related Disclosures

Accounting estimates and related disclosures are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are:

Management's estimate of the employer pension assumption is based on actuarial estimates provided by the Washington Office of the State Actuary and the Participating Employer Financial Information provided by the Washington State Department of Retirement Systems. This schedule was audited by independent auditors. We evaluated the key factors and assumptions used to develop the employer pension assumption in determining that it is reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Spokane International Academy' financial statements relate to:

The disclosure of long-term debt in Note 5 to the financial statements is sensitive as this footnote supports the amounts and terms of long-term obligations.

The disclosure of lease obligations in Note 6 to the financial statements is sensitive as this footnote supports the amounts and terms of lease obligations.

The disclosure of net pension liability in Note 7 to the financial statements is sensitive as this footnote supports the assumptions made and inputs used to determine the net pension liability.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit. There were no corrected missstatements identified as a result of our audit procedures.

The following summarizes uncorrected financial statement misstatements whose effects in the current period, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole:

General Fund

- An adjustment to food revenue in prior year. This resulted in an overstatement of food revenue and an understatement of beginning fund balance of $49,603.
- An adjustment to CSP revenue. This resulted in an overstatement of CSP revenue and of beginning fund balance of $28,630.
- An adjustment to regular apportionment revenue. This resulted in an understatement of apportionment revenue and understatement of expenditures of $33,380.

Government Wide

- An adjustment to food revenue in prior year. This resulted in an overstatement of food revenue and an understatement of beginning net position of $49,603.
- An adjustment to CSP revenue. This resulted in an overstatement of CSP revenue and of beginning net position of $28,630.
- An adjustment to regular apportionment revenue. This resulted in an understatement of apportionment revenue and understatement of expenditures of $33,380.
- An adjustment to accrued interest. This resulted in an overstatement of interest expense and of beginning net position of $70,758.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Spokane International Academy’s financial statements or the auditor’s report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. We did not identify any circumstances that affect the form and content of the auditor’s report.

Representations Requested from Management

We have requested certain written representations from management that are included in the management representation letter dated August 26, 2025.

Management’s Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Group Audit Considerations

The financial statements include the financial statements of Spokane International Academy and Spokane International Academy – Magnesium, LLC, a component unit of Spokane International Academy, which we considered to be a significant component of the financial statements. Consistent with the audit of the financial statements as a whole, our audit included obtaining an understanding of Spokane International Academy and Spokane International Academy – Magnesium, LLC, and their environments, including internal control, sufficient to assess the risks of material misstatement of the financial statements of Spokane International Academy and Spokane International Academy – Magnesium, LLC and completion of further audit procedures.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with Spokane International Academy, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Spokane International Academy' auditors.

This report is intended solely for the information and use of the Board of Directors and management of Spokane International Academy and is not intended to be and should not be used by anyone other than these specified parties.

Eide Bailly LLP

Spokane, Washington

Financial Statements
August 31, 2024

Spokane International Academy



eidebailly.com

Spokane International Academy

Table of Contents
August 31, 2024

Independent Auditor's Report 1

Management Discussion and Analysis 4

Government-Wide Financial Statements

- Statement of Net Position 9
- Statement of Activities 10

Fund Financial Statements

- Balance Sheet – Governmental Funds 11
- Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position 12
- Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds 13
- Reconciliation of the Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities 14
- Notes to Financial Statements 15

Required Supplementary Information

- Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual – General Fund 32
- Schedule of Employer's Share of Net Pension Liability/(Asset) 33
- Schedule of Employer's Contributions 34
- Notes to Required Supplementary Information 35

Single Audit Section

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* 36

Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance Required by the Uniform Guidance 38

Schedule of Expenditures of Federal Awards 41

Notes to Schedule of Expenditures of Federal Awards 42

Schedule of Findings and Questioned Costs 43

Independent Auditor's Report

The Board of Directors
Spokane International Academy
Spokane, Washington

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of Spokane International Academy as of and for the year ended August 31, 2024, and the related notes to the financial statements, which collectively comprise Spokane International Academy's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Spokane International Academy as of August 31, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Spokane International Academy, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

eidebailly.com
999 W. Riverside Ave., Ste. 101 • Spokane, WA 99201-1003 • T 509.747.6154 • F 509.838.0508 • EOE
Powered by BoardOnTrack

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Spokane International Academy‘s ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor’s Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Spokane International Academy‘s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Spokane International Academy’s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management Discussion and Analysis, the Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual – General Fund, the Schedule of Employer’s Share of Net Pension Liability/(Asset) and the Schedule of Employer’s Contributions, and the Notes to Required Supplementary Information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial

reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquires of management about the methods or preparing the information and comparing the information for consistency with management's responses to our inquires, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Spokane International Academy's basic financial statements. The schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated August 26, 2025, on our consideration of Spokane International Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Spokane International Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Spokane International Academy's internal control over financial reporting and compliance.

Eide Bailly LLP

Spokane, Washington
August 26, 2025

Overview

The following Management Discussion and Analysis (MD&A) is required supplemental information under the Governmental Accounting Standards Board (GASB) reporting model. Spokane International Academy's (the School) MD&A presents an overview of its financial condition and results of operations for the fiscal years ended August 31, 2024 and 2023. The MD&A's purpose is to aid readers in understanding the accompanying financial statements through analysis of the School's financial activities based on currently known facts and conditions. This MD&A should be read in conjunction with the accompanying financial statements and footnote disclosures.

Financial Highlights

In fiscal year 2024, net change in fund balances in governmental funds was approximately $657,000 compared to $1,436,000 in fiscal year 2023. Unassigned fund balance as of August 31, 2024 was approximately $5,091,000 compared to $4,480,000 as of August 31, 2023.

Management believes the future outlook is bright as the School continues to fill up all available student slots and continues to maintain strong revenues year over year. The School continues to invest in infrastructure to benefit future years with building improvements. The School now operates a K-12th grade school at its primary location. Management believes that with steady growth, Spokane International Academy will continue to empower its students with the academic skills, habits of mind, and global competence necessary to become leaders who can powerfully transform our communities, all while maintaining fiscal responsibility.

Government-Wide Financial Analysis

Government-wide financial statements provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The Statement of Net Position presents all of the School's assets, deferred outflows, liabilities, and deferred inflows, with the difference reported as Net Position. Changes in net position over time serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The Statement of Activities shows how the School's net position changed during the current year. These statements are prepared using the accrual basis of accounting, similar to the method used by private-sector businesses. Accrual accounting considers all of the year's revenues and expenses, regardless of when the cash is received or paid.

Change in Net Position tells the reader whether the financial position of the School has improved or diminished. However, in evaluating the overall position of the School, nonfinancial information (such as changes in the School's student count) will also need to be considered.

Statement of Net Position

The following is a summary of the statements of net position as of August 31, 2024 and 2023:

	2024	2023	Change
Current Assets	$ 6,883,371	$ 6,097,079	$ 786,292
Capital and Right-of-Use Assets	20,119,960	20,815,673	(695,713)
Net Pension Asset	14,055	113,105	(99,050)
Total Assets	27,017,386	27,025,857	(8,471)
Deferred Outflows of Resources	1,639,273	1,436,582	202,691
Current Liabilities	730,689	497,759	232,930
Long-Term Liabilities	19,003,737	19,342,736	(338,999)
Net Pension Liability	833,795	765,137	68,658
Total Liabilities	20,568,221	20,605,632	(37,411)
Deferred Inflows of Resources	504,557	671,347	(166,790)
Net Position			
Net investment in capital assets	697,121	1,157,883	(460,762)
Restricted	1,439,300	2,340,745	(901,445)
Unrestricted	5,447,460	3,686,832	1,760,628
Total Net Position	$ 7,583,881	$ 7,185,460	$ 398,421

Assets include the School's cash, accounts receivable, prepaid expenses, capital and right-of-use assets, and net pension asset. Total assets decreased approximately $8,000 primarily due to a decrease in capital assets due to depreciation, offset by an increase in cash and cash equivalents. Management expects assets to increase moving forward as the School continues to focus on strong operations.

Liabilities include payroll and related liabilities, amounts payable to vendors for goods and services, advanced revenues that have not yet met the eligibility requirement, lease obligations, long-term debt, accrued interest, and net pension liability. Total liabilities decreased approximately $37,000 from prior year, driven primarily by a decrease in long-term debt being paid down offset by an increase in accounts payable and increase in net pension liability.

Deferred outflow and inflow of resources relates to pension obligations, which were the result of changes in contributions activity and updates in assumptions.

Total net position increased as a result of operations and the construction activities as discussed in the statement of activities and above.

Statement of Activities

The following is a summary of the statements of activities for the years ended August 31, 2024 and 2023:

	2024	2023	Change
Revenues			
Operating grants and contributions	$ 3,784,908	$ 3,914,385	$ (129,477)
State apportionment	9,721,402	9,639,414	81,988
Other	31,228	145,566	(114,338)
Total revenues	13,537,538	13,699,365	(161,827)
Expenditures			
Instruction	8,448,506	8,209,227	239,279
Support services	3,832,166	3,304,213	527,953
Interest	858,445	794,577	63,868
Total expenditures	13,139,117	12,308,017	831,100
Change in Net Position	$ 398,421	$ 1,391,348	$ (992,927)

Revenues include operating grants and contributions, state revenues, and other revenues. Operating grants consist of grants from various private organizations, federal, and state special funding sources. Overall, these grants decreased approximately $129,000 from prior year. Revenue from general state apportionment increased approximately $82,000 over 2023 due to additional headcount and overall growth.

Expenditures are separated into instructions and support services. Instruction relates to the primary teaching mission of the School, while support services include administrative and other operating costs. Instruction expenditures increased approximately $239,000, support services increased approximately $528,000, and interest increased approximately $64,000 over 2023. These increases were expected as the School continues to grow and strengthen its instruction and support structures.

Fund Financial Statements

A fund is a grouping of related accounts used to maintain control over resources that have been segregated for specific activities. Like other governments, the School uses fund accounting to ensure and demonstrate compliance with finance related legal requirements.

All the funds of the School are considered governmental funds. Governmental funds account for essentially the same functions reported as Governmental Activities on the government-wide financial statements. Most of the School's basic services are reported in these funds, with the focus on how money flows into and out of the funds and what year-end balances remain available for spending.

These funds are reported on the modified accrual basis of accounting which measures cash and all other financial assets that can be readily converted to cash. The Governmental Fund statements provide a detailed short-term view of the School's general government operations and the basic services being provided, along with the financial resources available.

The focus of Governmental funds is narrower than that of the Government-wide financial statements, so it is useful to compare the two. Both the Governmental Fund Balance Sheet and the Governmental Fund Statement of Revenues, Expenditures, and Changes in Fund Balances facilitate this comparison between governmental funds and governmental activities.

Fund balance in the governmental funds as of August 31, 2024, was approximately $6,572,000 compared to $7,584,000 in Governmental Activities. This difference is primarily due to capital assets, right-of-use assets, and related debt, as well as pension liability and related deferred inflow and outflows, which are not included in modified accrual accounting.

Changes in fund balances for the year ended August 31, 2024, was approximately $657,000 compared to $398,000 in Governmental Activities. This difference is primarily due to the pension activity, capital assets, right-of-use assets, and long-term debt activity.

Capital and Right-of-Use Assets

	2024	2023	Change
Land	$ 1,100,000	$ 1,100,000	$ -
Building	10,200,000	10,200,000	-
Building Improvements	11,457,475	11,114,014	343,461
Computers and Equipment	270,759	227,595	43,164
Right-of-Use Assets	167,552	167,552	-
	23,195,786	22,809,161	386,625
Less Accumulated Depreciation and Amortization	(3,075,826)	(1,993,488)	(1,082,338)
	$ 20,119,960	$ 20,815,673	$ (695,713)

As of August 31, 2024 and 2023, the School had approximately $20,120,000 and $20,816,000, respectively, invested in capital and right-of-use assets, including buildings, improvements, computer equipment, construction in progress, and right-of-use assets. More detailed information about the School's capital and right-of-use assets is presented in Note 3 and 4 to the financial statements.

Long-Term Liabilities

Total long-term liabilities, including current portion, consisting of lease obligations, long-term debt, and accrued interest as of August 31, 2024 amounted to approximately $19,423,000 compared to $19,658,000 as of August 31, 2023. Additional information on the School's long-term liabilities can be found in Note 5 and 6 of this report.

Budgetary Highlights

The Board of Directors adopts the annual operating budget for the School effective September 1st, consistent with the upcoming school year. The total budgeted revenue for 2024 was approximately $14,426,000, of which $13,620,000 was state and federal sources. Final total revenues were approximately $13,537,000, with state and federal sources being approximately $339,000 under budget, and other sources being approximately $550,000 under budget.

Instructional expenditures were approximately $283,000 under budget and support services were approximately $654,000 under budget.

Economic Outlook

The School continues to focus on student and overall growth as it continues to expand overall operations and make significant facilities improvements.

School management believes the School is well positioned to grow into a strong financial position and to continue to provide excellent service to its students. Management will continue to maintain a close watch over resources and expenses to ensure that the School’s finances are sustainable for future growth.

Spokane International Academy
Statement of Net Position
August 31, 2024

	Governmental Activities
Assets	
Cash and cash equivalents	$ 5,450,095
Restricted cash and cash equivalents	1,356,329
Accounts receivable	21,745
Prepaid expenses and other assets	55,202
Capital assets, net	20,106,473
Right-of-use assets, net	13,487
Net pension asset	14,055
Total assets	27,017,386
Deferred Outflows of Resources	
Relating to pensions	1,639,273
Total Assets and Deferred Outflows of Resources	$ 28,656,659
Liabilities	
Accounts payable	$ 305,846
Accrued expenses	5,741
Accrued interest	140,250
Long-term debt, due within one year	270,000
Long-term debt	18,998,439
Lease obligations, due within one year	8,852
Lease obligations	5,298
Net pension liability	833,795
Total liabilities	20,568,221
Deferred Inflows of Resources	
Relating to pensions	504,557
Net Position	
Net investment in capital assets	697,121
Restricted for debt service	1,356,329
Restricted for net pension asset	14,055
Restricted for purpose	68,916
Unrestricted	5,447,460
Total net position	7,583,881
Total Liabilities, Deferred Inflow of Resources, and Net Position	$ 28,656,659

See Notes to Financial Statements

Powered by BoardOnTrack

Spokane International Academy

Statement of Activities

Year Ended August 31, 2024

Functions / Programs	Expenses	Program Revenues Operating Grants and Contributions	Net (Expense) Revenue Changes in Net Position
Governmental Activities			
Instruction	$ 8,448,506	$ 2,117,373	$ (6,331,133)
Support services	3,832,166	1,667,535	(2,164,631)
Interest expense	858,445	-	(858,445)
Total governmental activities	$ 13,139,117	$ 3,784,908	(9,354,209)
General Revenues			
State apportionment			9,721,402
Other revenue			31,228
Change in Net Position			398,421
Net Position, Beginning of Year			7,185,460
Net Position, End of Year			$ 7,583,881

See Notes to Financial Statements

Powered by BoardOnTrack

Spokane International Academy

Balance Sheet – Governmental Funds

August 31, 2024

	General Fund	Debt Service Fund	Total
Assets			
Cash and cash equivalents	$ 5,450,095	$ -	$ 5,450,095
Restricted cash and cash equivalents	-	1,356,329	1,356,329
Accounts receivable	21,745	-	21,745
Prepaid expenses and other assets	55,202	-	55,202
Total assets	$ 5,527,042	$ 1,356,329	$ 6,883,371
Liabilities			
Accounts payable	$ 305,846	$ -	$ 305,846
Advanced revenue	-	-	-
Accrued expenses	5,741	-	5,741
Total liabilities	311,587	-	311,587
Fund Balance			
Nonspendable	55,202	-	55,202
Restricted for debt service	-	1,356,329	1,356,329
Restricted for purpose	68,916	-	68,916
Unassigned	5,091,337	-	5,091,337
Total fund balance	5,215,455	1,356,329	6,571,784
Total liabilities and fund balance	$ 5,527,042	$ 1,356,329	$ 6,883,371

See Notes to Financial Statements

Powered by BoardOnTrack

Spokane International Academy

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position

August 31, 2024

Amounts reported for governmental activities in the Statement of Net Position are different because:

Total fund balance - total governmental funds	$ 6,571,784
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. These assets consist of the following:	
Cost of capital assets	23,028,234
Accumulated depreciation	(2,921,761)
Right-of-use assets	167,552
Accumulated amortization	(154,065)
Net pension asset is a long-term asset which is not recongized on the governmental statements.	14,055
Deferred outflows of resources related to pension accruals not reported in the funds.	1,639,273
Long-term liabilities, applicable to governmental activities are not due and payable in the current period and therefore are not reported as fund liabilities. These liabilities consist of the:	
Long-term debt	(18,020,000)
Accrued interest	(140,250)
Bond premium	(1,248,439)
Lease obligations	(14,150)
Net pension liability	(833,795)
Deferred inflows of resources related to pension accruals not reported in the funds.	(504,557)
Total net position of governmental activities	$ 7,583,881

See Notes to Financial Statements

Powered by BoardOnTrack

Spokane International Academy

Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds

Year Ended August 31, 2024

	General Fund	Debt Service Fund	Total
Revenues			
State apportionment, general purpose	$ 9,721,402	$ -	$ 9,721,402
State apportionment, special purpose	2,122,307	-	2,122,307
Federal grants and contracts	1,438,165	-	1,438,165
Grants and contributions	224,436	-	224,436
Other	31,152	76	31,228
Total revenues	13,537,462	76	13,537,538
Expenditures			
Instructional			
Basic education	5,859,921	-	5,859,921
Special education	970,691	-	970,691
Compensatory education	1,054,455	-	1,054,455
Other	36,760	-	36,760
Total instructional	7,921,827	-	7,921,827
Support Services			
Distict-wide support	2,142,208	(19,596)	2,122,612
School food services	692,999	-	692,999
Pupil transportation	662,006	-	662,006
Debt service payments - principal	-	205,000	205,000
Debt service payments - interest	-	849,100	849,100
Lease payments - principal	39,296	-	39,296
Lease payments - interest	663	-	663
Capital outlay	386,625	-	386,625
Total support services	3,923,797	1,034,504	4,958,301
Total expenditures	11,845,624	1,034,504	12,880,128
Other Financing Sources			
Transfers in	-	1,034,350	1,034,350
Transfers out	(1,034,350)	-	(1,034,350)
Net Change in Fund Balances	657,488	(78)	657,410
Fund Balances, Beginning of Year	4,557,967	1,356,407	5,914,374
Fund Balances, End of Year	$ 5,215,455	$ 1,356,329	$ 6,571,784

See Notes to Financial Statements

Powered by BoardOnTrack

Spokane International Academy

Reconciliation of the Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities

Year Ended August 31, 2024

Net change in fund balances - total governmental funds	$	657,410
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets are allocated over their estimated useful lives as depreciation expense. In the current period, these amounts are:		
Capital outlay		386,625
Depreciation expense		(1,044,801)
Amortization expense		(37,537)
Repayment of principal on long-term debt and lease obligations is an expenditure in the governmental funds but reduces the liability in the statement of net position.		244,296
Change in interest accrued on long-term debt reduces expenditures in the statement of activities, but has no impact on governmental funds.		(69,492)
Amortization of bond premium reduces expenditures in the statement of activities, but has no impact on the governmental funds.		60,147
Pension expense related to changes in the deferred outflows, net pension liability, and deferred inflows.		201,773
Change in Net Position of Governmental Activities	$	398,421

Note 1 - Summary of Significant Accounting Policies

Entity and Charter

Spokane International Academy (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 392 of Washington Code.

Washington Code requires charter schools to comply with the same government reporting requirements imposed on traditional public school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Washington Code. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

Financial Reporting Entity

The accompanying financial statements present the activities of the School. The School receives funding from local, state, and federal government sources and must comply with all of the requirements of these funding source entities. However, the School is not included in any other governmental reporting entity as defined by generally accepted accounting principles. Board members are volunteers and have decision-making authority, the power to designate management, the ability to significantly influence operation, and the primary accountability for fiscal matters. These financial statements present the School and its blended component unit.

Blended Component Unit

Spokane International Academy – Magnesium, LLC was created in February 2021 to hold capital assets in support of the School, and is 100% owned by the School. Spokane International Academy – Magnesium, LLC is a blended component unit of Spokane International Academy, and is governed by its own Board of Directors.

Basis of Presentation

The School follows Governmental Accounting Standards Board (GASB) in determining the reporting entity and component units. The financial reporting entity consists of the primary government and the blended component unit. Accordingly, the financial statements include all funds, and agencies of the primary government whose budgets are controlled or whose boards are appointed by the School's Board of Directors.

The accounts of the School are organized and operated on the basis of funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements.

Government-Wide Financial Statements: The Statement of Net Position and the Statement of Activities display information about the financial activities of the School. Eliminations have been made to minimize the double counting of internal activities. Governmental activities generally are financed through intergovernmental revenues and other nonexchange transactions.

The Statement of Activities presents a comparison between direct expenses and program revenues for each function of the School's governmental activities.

- Direct expenses - those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function.
- Indirect expenses - expenses of the general government related to the administration and support of the School's programs, such as personnel and accounting, are allocated to programs based on their percentage of total primary government expenses.
- Program revenues - include (a) charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes and state formula aid, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the School's funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column.

- General Fund: This is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.
- Debt Service Fund: Accounts for assets set aside to make debt service payments.

Basis of Accounting

The Government-Wide Financial Statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School receives value without directly giving equal value in return, include state apportionment, grants, and donations. Revenue from state apportionment, grants, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if they are collected within sixty days after year-end. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, and claims and judgments, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term liabilities and acquisitions under capital leases are reported as other financing sources. With this measurement focus, only current assets and current liabilities are generally included on the balance sheet. Operating statements of these funds present increases and decreases in net current assets.

Cash and Cash Equivalents

Cash and cash equivalents consist of highly liquid investments with an original maturity of three months or less.

Restricted Cash and Cash Equivalents

In accordance with bond restrictions, the School is obligated to separately hold cash amounts sufficient to satisfy the debt reserves and unspent bond proceeds.

Accounts Receivable

Accounts receivable consists of amounts due from federal and state sources in connection with various grants and contracts.

Prepaid Expenses

Prepaid balances are for payments made by the School in the current year to provide services occurring in the subsequent year, or for supplies to be used in the subsequent year, and the reserve for these balances has been recorded to signify that a portion of the fund balance is not available for other subsequent expenditures.

Capital and Right-of-Use Assets

Capital assets are stated at cost when purchased or constructed, or if donated, at the estimated acquisition value at the date of the gift. The School's capitalization policy includes all items with a unit cost of $5,000 or more and an estimated useful life of greater than one year. Renovations and improvements to buildings that significantly increase the value or extend the useful life of the structure are capitalized. Routine repairs and maintenance are charged to operating expense in the period in which the expense was incurred.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets which range from 5 to 40 years.

Right-of-use leased assets are recognized at the lease commencement date and represent the School's right to use an underlying asset for the lease term. Right-of-use leased assets are measured at the initial value of the lease liability plus any payments made to the lessor before commencement of the lease term, less any lease incentives received from the lessor at or before the commencement of the lease term, plus any initial direct costs necessary to please the lease asset into service. Right-of-use leased assets are amortized over the shorter of the lease term or useful lives of the underlying asset using the straight-line method. The amortization period on the leases ranges from approximately 3-5 years.

Accounts Payable and Accrued Expenses

Accounts payable and accrued expenses represent payroll and operating liabilities that will be paid in the next billing cycle.

Lease Obligations

Lease obligations represent the School's obligation to make lease payments arising from its leases. These liabilities are recognized at the lease commencement date based on the present value of future lease payments expected to be made during the lease term. The present value of lease payments is discounted based on an incremental borrowing rate determined by the School.

Pensions

For purposes of measuring the net pension liability and pension expense, information about the fiduciary net position of the various pension plans and additions to/deducted from the fiduciary net position have been determined on the same basis as they are reported by the Base Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial element, deferred outflow of resources, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

The School's deferred outflows and inflows relate to the net pension asset and liability.

Fund Balances of Fund Financial Statements

Fund balances of the governmental funds are classified as follows:

- Nonspendable fund balance – amounts that cannot be spent either because they are not in a spendable form or because they are legally or contractually required to be maintained intact. This consists of prepaid expenses.

- Restricted fund balance – amounts that can be spent only for specific purposes because of the School sponsoring organization, state or federal laws or externally imposed conditions by grantors or creditors. This consists of amounts restricted for debt service, as well as funds collected from the state that have not been expended for the required purpose.

- Committed fund balance – amounts constrained to specific purposes by the School itself, using its highest level of decision-making authority (i.e., Board of Directors). To be reported as committed, amounts cannot be used for any other purpose unless the School takes the same highest-level action to remove or change the constraint. The School did not have any committed fund balance at August 31, 2024.

- Assigned fund balance – amounts the School intends to use for a specified purpose. Intent can be expressed by the Board of Directors or by a principal if the Board of Directors delegates the authority. The School did not have any assigned fund balance at August 31, 2024.

- Unassigned fund balance – amounts that are available for any purpose.

It is the School's intent that when an expenditure is incurred for purposes for which both restricted and unrestricted net position are available, the School applies restricted fund balance first. When an expenditure is incurred for purposes for which restricted, committed, assigned, and unassigned fund balances are available, the School applies restricted fund balance, then committed fund balance, then assigned fund balance, and then unassigned fund balances.

Net position is the difference between the School's total assets and deferred outflows and total liabilities and deferred inflows. Net position is subdivided into three categories: net investment in capital assets, restricted, and unrestricted.

Net investment in capital assets represents capital and right-of-use assets, less accumulated depreciation and amortization, and outstanding principal of capital asset related debt, plus unspent bond proceeds. Net position subject to restrictions by external parties is categorized as restricted. This category represents net pension asset and related deferred inflows and outflows of resources, restricted cash for unspent bond proceeds, and funds collected from the state that have not been expended for the required purpose.

Revenues

Entitlements and shared revenues (which include state revenue sharing) are recorded as unrestricted grants-in-aid at the time of receipt or earlier, if the susceptible to accrual criteria are met. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met and the susceptible to accrual criteria has been met.

Other revenues become measurable and available when the transaction occurs and cash is received by the School and are recognized as revenue at that time.

Income Taxes

The School is a not-for-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and comparable state law. Accordingly, no provision for income taxes is made in the financial statements.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets, deferred outflows of resources, liabilities, and deferred inflows of resources at the date of the financial statements and the reported amounts of revenues and expenses during the reported period. Actual results could differ from those estimates.

Uncertain Tax Positions

The accounting standard on accounting for uncertainty in income taxes addresses the determination of whether tax benefits claimed or expected to be claimed on a tax return should be recorded in the financial statements. Under that guidance, the School may recognize tax benefit from an uncertain tax position only if it is more likely than not that the tax position will be sustained on examination by taxing authorities based on the technical merits of the position. The tax benefits recognized in the financial statements from such a position are measured based on the largest benefit that has a greater than 50 percent likelihood of being realized upon ultimate settlement. There were no unrecognized tax benefits identified or recorded as liabilities for fiscal year 2024. The School files a Form 990 in the U.S. federal jurisdiction.

Note 2 - Deposits and Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned. The School maintains the majority of its cash balances in two financial institutions in Spokane, Washington. As of August 31, 2024, the carrying amount of the School’s deposits was $6,806,424, and the respective bank balances totaled $7,110,951. Of the total bank balance, $500,000 was covered by federal depository insurance, $5,506,640 was covered by Washington State Deposit Protection, and $1,104,311 was uninsured. The School has chosen large, stable, and reputable financial institutions to mitigate risk.

Note 3 - Capital Assets

Capital asset activity for the year ended August 31, 2024, is as follows:

Governmental Activities	Beginning Balance	Additions	Disposals	Ending Balance
Capital assets, not being depreciated				
Land	$ 1,100,000	$ -	$ -	$ 1,100,000
Total capital assets, not being depreciated	1,100,000	-	-	1,100,000
Capital assets, being depreciated				
Building	10,200,000	-	-	10,200,000
Building improvements	11,114,014	343,461	-	11,457,475
Computers and equipment	227,595	43,164	-	270,759
Total capital assets, being depreciated	21,541,609	386,625	-	21,928,234
Less accumulated depreciation	(1,876,960)	(1,044,801)	-	(2,921,761)
Total capital assets, net	$ 20,764,649	$ (658,176)	$ -	$ 20,106,473

Depreciation expense totaled $698,716 and $346,085, charged to instruction and support services, respectively, for the year ended August 31, 2024.

Note 4 - Right-of-Use Assets

Right-of-use asset activity for the year ended August 31, 2024 is as follows:

Governmental Activities	Beginning Balance	Additions	Retirements	Ending Balance
Right-Of-Use Assets				
Office space	$ 128,508	$ -	$ -	$ 128,508
Copiers	39,044	-	-	39,044
Total right-of-use assets	167,552	-	-	167,552
Less accumulated amortization	(116,528)	(37,537)	-	(154,065)
	$ 51,024	$ (37,537)	$ -	$ 13,487

Amortization expense totaled $37,537 charged to support services for the year ended August 31, 2024.

Note 5 - Long-Term Debt

Long-term debt activity for the year ended August 31, 2024 is as follows:

	Beginning Balance	Payments	Ending Balance	Due Within One Year
Series 2021A Revenue bonds, interest ranging from 3.50%-5.00% maturity in August 2056	$ 18,105,000	$ (85,000)	$ 18,020,000	$ 270,000
Series 2021B Revenue bonds, interest ranging from 3.50%-5.00%	120,000	(120,000)	-	-
Bond premium	1,308,586	(60,147)	1,248,439	-
Total long-term liabilities	$ 19,533,586	$ (265,147)	$ 19,268,439	$ 270,000

Future payments on long-term debt are as follows:

Years Ending August 31,	Principal	Interest	Total
2025	$ 270,000	$ 841,500	$ 1,111,500
2026	285,000	830,700	1,115,700
2027	295,000	819,300	1,114,300
2028	305,000	807,500	1,112,500
2029	320,000	795,300	1,115,300
2030-2034	1,800,000	3,774,500	5,574,500
2035-2039	2,185,000	3,384,300	5,569,300
2040-2044	2,690,000	2,878,850	5,568,850
2045-2049	3,430,000	2,141,500	5,571,500
2050-2054	4,370,000	1,194,250	5,564,250
2055-2056	2,070,000	156,500	2,226,500
Total minimum obligations	$ 18,020,000	$ 17,624,200	$ 35,644,200

In March 2021, the School issued Nonprofit Revenue Bonds, Series 2021 in the amount of $18.6 million. The proceeds from the bonds were used for capital construction. Future payments on the bonds will be paid utilizing rental payments paid from Spokane International Academy to Spokane International Academy – Magnesium, LLC.

The Revenue Bonds call for the School to maintain certain covenants including days cash on hand of 60 days and a coverage ratio not less than 1.1:1.0.

Note 6 - Lease Obligations

Spokane International Academy leased office space under a long-term lease through 2024. The lease called for escalating payments through the lease. Spokane International Academy used an interest rate of 3.25% for this lease, which is based on Spokane International Academy's incremental borrowing rate at the inception of the lease. Subsequent to year end, the School entered into a new three year lease of office space, with escalating payments from $3,250 to $3,583.

Spokane International Academy has entered into a master copier lease through 2026. Spokane International Academy uses an interest rate of 3.25% for this lease, which is based on Spokane International Academy's incremental borrowing rate at the inception of the lease.

Lease obligation activity for the year ended August 31, 2024 is as follows:

	Beginning Balance	Additions	Payments	Ending Balance	Due Within One Year
Office Space Leases	$ 30,727	$ -	$ (30,727)	$ -	$ -
Copier Leases	22,719	-	(8,569)	14,150	8,852
Total lease obligations	$ 53,446	$ -	$ (39,296)	$ 14,150	$ 8,852

Future payments on lease obligations are as follows:

Years Ending August 31,	Principal	Interest	Total
2025	$ 8,852	$ 329	$ 9,181
2026	5,298	58	5,356
	$ 14,150	$ 387	$ 14,537

Note 7 - Pension Plans

General Information

The State of Washington Legislature has established various pension plans for employees in Washington State. These plans include:

- Public Employees' Retirement System (PERS) – established in chapters 41.34 and 41.40 Revised Code of Washington (RCW)
- School Employee's Retirement System (SERS) – established in chapters 41.34 and 41.35 RCW
- Teachers' Retirement System (TRS) – established in chapters 41.32 and 41.34 RCW

The Washington State Department of Retirement Systems (DRS), a department within the primary government of the state of Washington, prepares a stand-alone annual comprehensive financial report (ACFR) that includes financial statements and required supplementary information for each pension plan. Each pension plan's basic financial statement is accounted for using the accrual basis of accounting. The measurement date of the pension plans is June 30. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

For the purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of pension plans administered by DRS and additions to/deductions from the plans' net position have been determined on the same basis as they are reported by the plans.

Detailed information about the pension plans' fiduciary net position is available in the separately issued DRS comprehensive annual financial report. Copies of the report may be obtained by contacting the Washington State Department of Retirement Systems, P.O. Box 48380, Olympia, WA 98504-8380; or online at http://www.drs.wa.gov.

Administration

Substantially all the School's full-time and qualifying part-time employees participate in TRS or SERS, which are contributory, multi-employer, cost-sharing statewide retirement systems managed by the Washington State DRS. While the School does not have any members who participate in PERS, the School is allocated a proportionate share of liability or asset for the plans as required by the State of Washington Legislature.

PERS

PERS is composed of and reported as three separate plans for accounting purposes: Plan 1, Plan 2/3 and Plan 3. Plan 1 accounts for the defined benefits of Plan 1 members. The school does not have any members or share of liability in plans 2/3 and 3.

PERS Plan 1 provides retirement, disability and death benefits. Retirement benefits are calculated as 2% times the member's Average Final Compensation (AFC) times the member's years of service. AFC is the average of the member's 24 consecutive highest-paid service credit months. Members are eligible for retirement from active status at any age with at least 30 years of service, at age 55 with at least 25 years of service or at age 60 with at least five years of service.

PERS Plan 1 retirement benefits are actuarially reduced if a survivor benefit is chosen. Members retiring from inactive status before the age of 65 may also receive actuarially reduced benefits. Other benefits include duty and nonduty disability payments, an optional Cost-of-Living Adjustment (COLA), and a duty-related death benefit, if the Washington State Department of Labor & Industries determines the member eligible.

SERS

SERS is composed of two separate plans for membership purposes. SERS Plan 2 is a defined benefit plan, and SERS Plan 3 is a defined benefit plan with a defined contribution component.

Although employees can be a member of only Plan 2 or Plan 3, the defined benefit portions of Plan 2 and Plan 3 are accounted for in the same pension trust fund. All assets of Plan 2/3 defined benefit plan may legally be used to pay the defined benefits of any of the Plan 2 or Plan 3 members or beneficiaries. Therefore, Plan 2/3 is considered to be a single plan for accounting purposes. Plan 3 accounts for the defined contribution portion of benefits for Plan 3 members.

SERS Plan 2/3 provides retirement, disability, and death benefits. Retirement benefits for Plan 2 are calculated as 2% times the member's AFC times the member's years of service for Plan 2. Retirement benefits for Plan 3 are calculated using 1% times the member's AFC times the member's years of service. AFC is the monthly average of the member's 60 consecutive highest-paid service credit months.

Members are eligible for retirement with a full benefit at age 65 with at least five years of service credit. Retirement before age 65 is considered an early retirement. SERS members who have at least 20 years of service credit and are 55 years of age or older are eligible for early retirement with a reduced benefit. The benefit is reduced by a factor that varies according to age for each year before age 65. SERS Plan 2/3 retirement benefits are actuarially reduced if a survivor benefit is chosen.

Other SERS Plan 2/3 benefits include duty and nonduty disability payments; a COLA based on the Consumer Price Index, capped at 3% annually; and a duty-related death benefit, if the Washington State Department of Labor & Industries determines the member eligible.

TRS

TRS is composed of three separate plans for accounting purposes: Plan 1, Plan 2/3 and Plan 3. Plan 1 accounts for the defined benefits of Plan 1 members. Plan 2/3 accounts for the defined benefits of Plan 2 members and the defined benefit portion of benefits for Plan 3 members. Plan 3 accounts for the defined contribution portion of benefits for Plan 3 members.

Although members can be a member of only Plan 2 or Plan 3, the defined benefit portions of Plan 2 and Plan 3 are accounted for in the same pension trust fund. All assets of Plan 2/3 defined benefit plan may legally be used to pay the defined benefits of any of the Plan 2 or Plan 3 members or beneficiaries, as the terms of the plans define. Therefore, Plan 2/3 is considered a single plan for accounting purposes.

TRS Plan 1 provides retirement, disability and death benefits. Retirement benefits are calculated using 2% of the member's AFC times the member's years of service up to a maximum of 60%. AFC is the average of the member's 24 consecutive highest-paid service credit months.

Members are eligible for retirement at any age after 30 years of service, at age 60 with five years of service or at age 55 with 25 years of service. Other benefits include temporary and permanent disability payments, an optional COLA, and a one-time, duty-related death benefit, if the Washington State Department of Labor & Industries finds the member eligible.

Contributions

The employer contribution rates for PERS, TRS, and SERS (Plans 1, 2, and 3) and the TRS and SERS Plan 2 employee contribution rates are established by the Pension Funding Council based upon the rates set by the Legislature. The employee contribution rate for Plan 1 in PERS and TRS is set by statute at 6 percent and does not vary from year to year. The employer rate is the same for all plans in a system. The methods used to determine the contribution requirements are established under chapters 41.40, 41.32, and 41.35 RCW for PERS, TRS and SERS, respectively.

Employee contribution rates, expressed as a percentage of payroll covered for 2024 were as follows:

Plan	Rate
PERS 1	6.00%
SERS 2	7.76%
SERS 3	N/A
TRS 1	6.00%
TRS 2	8.06%
TRS 3	N/A

Employer contribution rates, expressed as a percentage of payroll covered for 2024 were as follows:

Plan	Rate
PERS 1	9.53%
SERS 2/3	10.93%
TRS 1	9.70%
TRS 2/3	9.70%

Note: The DRS administrative rate of 0.20% is included.

Under current law the employer must contribute 100 percent of the employer-required contribution. Employer required contributions in dollars:

Plan	Contributions
PERS 1	$ 44,254
SERS 2/3	109,811
TRS 1	121,078
TRS 2/3	318,211

Collective Net Pension Liability (Asset)

The collective net pension liabilities (assets) for the pension plans the School participated in are reported in the following tables. Net Pension Liability (Asset) as of June 30, 2024:

	PERS 1	SERS 2/3	TRS 1	TRS 2/3
Total pension liability	$ 11,141,258,000	$ 10,201,439,000	$ 8,237,102,000	$ 27,509,649,000
Plan fiduciary net position	(9,364,420,000)	(10,235,276,000)	(7,127,805,000)	(27,309,259,000)
Participating employers' net pension liability (asset)	1,776,838,000	(33,837,000)	1,109,297,000	200,390,000
Plan fiduciary net position as a percentage of the total pension liability	84.05%	100.33%	86.53%	99.27%

The School's Proportionate Share of the Net Pension Liability (NPL) and Net Pension Asset (NPA)

At August 31, 2024, the School reported a total liability of $833,795 and a total asset of $14,055 for its proportionate shares of the individual plans' collective net pension amounts. The School's proportionate share of the collective net pension amounts is based on annual contributions for each of the employers participating in the DRS administered plans.

At August 31, 2024, the School's proportionate share of each plan's net pension liability (asset) is reported below:

August 31, 2024	PERS 1	SERS 2/3	TRS 1	TRS 2/3
Proportionate share of Net Pension Liability (Asset)	0.007393%	0.041538%	0.054311%	0.049884%
	$ 131,362	$ (14,055)	$ 602,470	$ 99,963

Actuarial Assumptions

Capital Market Assumptions (CMAs) and expected rates of return by asset class are provided by the Washington State Investment Board. The Office of the State Actuary relied on the CMAs in the selection of the long-term expected rate of return for reporting purposes.

The total pension liabilities for PERS 1, SERS 2/3, TRS 1, and TRS 2/3 were determined by actuarial valuation as of June 30, 2023, with the results rolled forward to June 30, 2024, using the following actuarial assumptions, applied to all prior periods included in the measurement:

Inflation	2.75% total economic inflation, 3.25% salary inflation
Salary increase	In addition to the base 3.25% salary inflation assumption, salaries are also expected to grow by promotions and longevity.
Investment rate of return	7.00%

Mortality Rates

Mortality rates were developed using the Society of Actuaries' Pub.H-2010 Mortality rates, which vary by member status (active, retiree, or survivor), as the base table. The Office of the State Actuary (OSA) applied age offsets for each system, as appropriate, to better tailor the mortality rates to the demographics of each plan. OSA applied the long-term MP-2017 generational improvement scale, also developed by the Society of Actuaries, to project mortality rates for every year after the 2010 base table. Under "generational" mortality, a member is assumed to receive additional mortality improvements in each future year throughout their lifetime.

The actuarial assumptions used in the June 30, 2023 valuation were based on the results of the 2013-2018 Demographic Experience Study Report and the 2023 Economic Experience Study. Additional assumptions for subsequent events and law changes are current as of the 2023 actuarial valuation report.

Long-Term Expected Rate of Return

The long-term expected rate of return on pension plan investments was determined using a building-block method in which a best-estimate of expected future rates of return (expected returns, net of pension plan investment expense, but including inflation) are developed for each major asset class by the Washington State Investment Board (WSIB). Those expected returns make up one component of WSIB's CMAs.

The CMAs contain three pieces of information for each class of assets the WSIB currently invest in:

- Expected annual return
- Standard deviation of the annual return
- Correlations between the annual returns of each asset class with every other asset class

WSIB uses the CMAs and their target asset allocation to simulate future investment returns over various time horizons.

The Office of the State Actuary (OSA) selected a 7.00% long-term expected rate of return on pension plan investments. In selecting this assumption, OSA reviewed the historical experience data, considered the historical conditions that produced past annual investment returns, and considered CMAs and simulated expected investment returns the WSIB provided.

Best estimates of arithmetic real rates of return for each major asset class included in the pension plans' target asset allocation as of June 30, 2024, are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Rate of Return
Fixed income	19.00%	2.10%
Tangible assets	8.00%	4.50%
Real estate	18.00%	4.80%
Global equity	30.00%	5.60%
Private equity	25.00%	8.60%

The inflation component used to create the above table is 2.50%, and represents Washington State Investment Board's (WSIB) most recent long-term estimate of broad economic inflation consistent with their 2023 CMAs.

For additional information and background on OSA's development of the long-term rate of return assumption, please see the 2023 Report on Financial Condition and Economic Study located on the OSA website. The selection of this assumption and economic experience studies are further detailed in the DRS ACFR Actuarial Certification Letter.

Discount Rate

The discount rate used to measure the total pension liability was 7.00%. To determine the discount rate, an asset sufficiency test was completed to test whether the pension plan's fiduciary net position was sufficient to make all projected future benefit payments of current plan members. Based on the assumptions described in our Certification Letter, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return of 7.00% on pension plan investments was applied to determine the total pension liability.

Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

The Pension Plans reported collective Deferred Outflows of Resources and collective Deferred Inflows of Resources related to the individual plans. At August 31, 2024, the School reported Deferred Outflows of Resources and Deferred Inflows of Resources related to pensions from the following sources:

PERS 1	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual earnings on pension plan investments	$ -	$ 10,511
	$ -	$ 10,511

SERS 2/3	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experiences	$ 184,684	$ -
Net difference between projected and actual earnings on pension plan investments	-	58,373
Changes in assumptions or other inputs	103,524	1,218
Changes in proportion and differences between contributions and proportionate share of contributions	8,332	29,352
Contributions subsequent to the measurement date	25,909	-
	$ 322,449	$ 88,943

TRS 1	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual earnings on pension plan investments	$ -	$ 56,739
	$ -	$ 56,739

TRS 2/3	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experiences	$ 683,573	$ 7,399
Net difference between projected and actual earnings on pension plan investments	-	186,110
Changes in assumptions or other inputs	510,243	36,322
Changes in proportion and differences between contributions and proportionate share of contributions	51,767	118,533
Contributions subsequent to the measurement date	71,241	-
	$ 1,316,824	$ 348,364

Amounts reported as Deferred Outflows of Resources and Deferred Inflows of Resources related to pensions will be recognized in pension expense (benefit) as follows:

Years Ended August 31,	PERS 1	SERS 2/3	TRS 1	TRS 2/3
2025	$ (17,395)	$ (7,654)	$ (94,659)	$ (100,378)
2026	8,937	116,304	49,536	314,352
2027	(946)	50,948	(4,928)	140,620
2028	(1,107)	27,347	(6,688)	126,395
2029	-	18,912	-	134,135
Thereafter	-	1,740	-	282,095

Pension Expense

The School recognizes a pension expense for its proportionate share of the collective pension expense. This is determined by using the School's proportionate share of the collective net pension liability. For the year ending August 31, 2024, the School recognized a total pension benefit as follows:

PERS 1	$ (24,106)
SERS 2/3	(35,081)
TRS 1	(45,947)
TRS 2/3	(96,639)
Total	$ (201,773)

Sensitivity of the Net Pension Liability (Asset) to Changes in the Discount Rate

The table below presents the School's proportionate share of the net pension liability (asset) as of August 31, 2024, calculated using the discount rate of 7.00%, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is one percentage point lower (6.00%) or one percentage point higher (8.00%) than the current rate. Amounts are calculated by plan using the School's allocation percentage.

	1% Decrease (6.00%)	Current Discount Rate (7.00%)	1% Increase (8.00%)
PERS 1 Net Pension Liability	$ 193,230	$ 131,362	$ 77,102
SERS 2/3 Net Pension Liability (Asset)	581,164	(14,055)	(503,954)
TRS 1 Net Pension Liability	932,758	602,470	312,068
TRS 2/3 Net Pension Liability (Asset)	2,335,966	99,963	(1,716,946)

Historical trend information showing TRS and PERS progress in accumulating sufficient assets to pay benefits when due is presented in the State of Washington's June 30, 2024 annual comprehensive financial report (ACFR). Refer to this report for detailed trend information.

Note 8 - Concentrations

The School's principal source of support is state based support revenue. For the year ended August 31, 2024, the state based support revenue accounted for approximately 98% of all revenues.

Required Supplementary Information
August 31, 2024

Spokane International Academy

Spokane International Academy

Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual – General Fund

Year Ended August 31, 2024

	Budget Original and Final	Actual	Variance
Revenues			
State apportionment, general purpose	$ 10,016,313	$ 9,721,402	$ (294,911)
State apportionment, special purpose	2,053,635	2,122,307	68,672
Federal grants and contracts	1,550,477	1,438,165	(112,312)
Grants and contributions	5,000	224,436	219,436
Other	800,368	31,152	(769,216)
Total revenues	14,425,793	13,537,462	(888,331)
Expenditures			
Instructional			
Basic education	5,844,873	5,859,921	15,048
Special education	855,588	970,691	115,103
Compensatory education	1,477,553	1,054,455	(423,098)
Other	26,586	36,760	10,174
Total instructional	8,204,600	7,921,827	(282,773)
Support Services			
District-wide support	1,991,750	2,182,167	190,417
School food services	759,753	692,999	(66,754)
Pupil transportation	652,483	662,006	9,523
Capital outlay	1,174,150	386,625	(787,525)
Total support services	4,578,136	3,923,797	(654,339)
Total expenditures	12,782,736	11,845,624	(937,112)
Other Financing Sources			
Transfers out	(1,167,268)	(1,034,350)	132,918
Net Change in Fund Balances	$ 475,789	$ 657,488	$ 181,699

See Notes to Required Supplementary Information

Powered by BoardOnTrack

Spokane International Academy

Schedule of Employer's Share of Net Pension Liability/(Asset)

Last Ten Fiscal Years*

	As of the measurement date of June 30,							
	2024	2023	2022	2021	2020	2019	2018	2017
PERS 1								
Employer's proportionate share of the net pension liability	0.007393%	0.006534%	0.006333%	0.005088%	0.003821%	0.003698%	0.004572%	0.002327%
Employer's proportion share of the net pension liability	$ 131,362	$ 149,154	$ 176,334	$ 62,136	$ 134,902	$ 142,201	$ 204,187	$ 110,418
Employer's covered payroll	$ 1,389,267	$ 1,217,058	$ 1,036,223	$ 836,749	$ 614,484	$ 557,204	$ 692,182	$ 334,603
Employer's proportional share of the net pension liability as a percentage of its covered payroll	9.5%	12.3%	17.0%	7.4%	22.0%	25.5%	33.0%	33.0%
Plan fiduciary net position as a percentage of the total pension liability	84.1%	80.2%	88.7%	68.6%	67.1%	63.2%	61.2%	61.2%
SERS 2/3								
Employer's proportionate share of the net pension liability	0.041538%	0.037118%	0.034051%	0.030671%	0.021852%	0.021453%	0.028026%	0.014365%
Employer's proportion share of the net pension liability (asset)	$ (14,055)	$ (53,132)	$ (91,478)	$ (329,314)	$ 116,245	$ 50,307	$ 83,815	$ 70,888
Employer's covered payroll	$ 1,389,267	$ 1,217,058	$ 1,036,223	$ 836,749	$ 614,484	$ 557,204	$ 692,182	$ 334,603
Employer's proportional share of the net pension liability as a percentage of its covered payroll	-1.0%	-4.4%	-8.8%	-39.4%	18.9%	9.0%	21.1%	21.1%
Plan fiduciary net position as a percentage of the total pension liability	100.3%	101.5%	103.2%	114.2%	92.4%	96.3%	94.8%	90.8%
TRS 1								
Employer's proportionate share of the net pension liability	0.054311%	0.048636%	0.039776%	0.031986%	0.027064%	0.028517%	0.028278%	0.015717%
Employer's proportion share of the net pension liability	$ 602,470	$ 615,983	$ 756,472	$ 215,361	$ 651,914	$ 706,025	$ 825,885	$ 475,167
Employer's covered payroll	$ 4,405,727	$ 4,273,255	$ 3,297,359	$ 2,429,103	$ 2,004,133	$ 2,008,314	$ 927,536	$ 927,536
Employer's proportional share of the net pension liability as a percentage of its covered payroll	13.7%	14.4%	22.9%	8.9%	32.5%	35.2%	51.2%	51.2%
Plan fiduciary net position as a percentage of the total pension liability	86.5%	85.1%	78.2%	91.4%	70.6%	70.4%	66.5%	65.6%
TRS 2/3								
Employer's proportionate share of the net pension liability	0.049884%	0.048832%	0.039953%	0.032151%	0.027551%	0.028862%	0.028761%	0.016101%
Employer's proportion share of the net pension liability (asset)	$ 99,963	$ (59,973)	$ (78,622)	$ (883,769)	$ 423,178	$ 173,903	$ 129,457	$ 148,603
Employer's covered payroll	$ 4,405,727	$ 4,273,255	$ 3,297,359	$ 2,429,103	$ 2,004,133	$ 2,008,314	$ 1,781,861	$ 927,536
Employer's proportional share of the net pension liability as a percentage of its covered payroll	2.3%	-1.4%	-2.4%	-36.4%	21.1%	8.7%	16.0%	16.0%
Plan fiduciary net position as a percentage of the total pension liability	99.3%	100.5%	100.9%	113.7%	91.7%	96.4%	96.9%	93.1%

*GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10-year trend is compiled, Spokane International Academy will present information for those use for which information is available. Data reported is measured as of June 30 (measurement date).

See Notes to Required Supplementary Information

Powered by BoardOnTrack

Spokane International Academy

Schedule of Employer's Contributions

Last Ten Fiscal Years*

	As of report date of August 31,							
	2024	2023	2022	2021	2020	2019	2018	2017
PERS 1								
Statutorily required contribution	$ 44,254	$ 44,522	$ 38,813	$ 37,900	$ 27,689	$ 26,513	$ 30,561	$ 13,999
Contributions in relation to the statutorily required contribution	$ 44,254	$ 44,522	$ 38,813	$ 37,900	$ 27,689	$ 26,513	$ 30,561	$ 13,999
Contribution (deficiency) excess	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Employer's covered payroll	$ 1,444,072	$ 1,244,682	$ 1,028,398	$ 903,590	$ 701,417	$ 543,560	$ 689,384	$ 368,179
Contributions as a percentage of the covered payroll	3.06%	3.58%	3.77%	4.19%	3.95%	4.88%	4.43%	3.80%
SERS 2/3								
Statutorily required contribution	$ 109,811	$ 94,236	$ 73,054	$ 65,255	$ 52,536	$ 55,145	$ 48,606	$ 23,063
Contributions in relation to the statutorily required contribution	$ 109,811	$ 94,236	$ 73,054	$ 65,255	$ 52,536	$ 55,145	$ 48,606	$ 23,063
Contribution (deficiency) excess	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Employer's covered payroll	$ 1,444,072	$ 1,244,682	$ 1,028,398	$ 903,590	$ 701,417	$ 543,560	$ 689,384	$ 368,179
Contributions as a percentage of the covered payroll	7.60%	7.57%	7.10%	7.22%	7.49%	10.15%	7.05%	6.26%
TRS 1								
Statutorily required contribution	$ 121,078	$ 262,501	$ 204,109	$ 175,799	$ 142,125	$ 141,621	$ 117,607	$ 54,998
Contributions in relation to the statutorily required contribution	$ 121,078	$ 262,501	$ 204,109	$ 175,799	$ 142,125	$ 141,621	$ 117,607	$ 54,998
Contribution (deficiency) excess	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Employer's covered payroll	$ 4,491,210	$ 4,341,179	$ 3,510,532	$ 2,517,304	$ 2,044,851	$ 2,062,820	$ 1,800,289	$ 1,050,676
Contributions as a percentage of the covered payroll	2.70%	6.05%	5.81%	6.98%	6.95%	6.87%	6.53%	5.23%
TRS 2/3								
Statutorily required contribution	$ 318,211	$ 342,083	$ 279,797	$ 172,503	$ 75,018	$ 289,067	$ 136,474	$ 74,375
Contributions in relation to the statutorily required contribution	$ 318,211	$ 342,083	$ 279,797	$ 172,503	$ 75,018	$ 289,067	$ 136,474	$ 74,375
Contribution (deficiency) excess	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Employer's covered payroll	$ 4,491,210	$ 4,341,179	$ 3,510,532	$ 2,517,304	$ 2,044,851	$ 2,062,820	$ 1,800,289	$ 1,050,676
Contributions as a percentage of the covered payroll	7.09%	7.88%	7.97%	6.85%	3.67%	14.01%	7.58%	7.08%

*GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10-year trend is compiled, Spokane International Academy will present information for those years for which information is available. Data reported is measured as of August 31 (report date).

See Notes to Required Supplementary Information

Powered by BoardOnTrack

Pension Plans

The information presented in the required supplementary schedules was determined as part of the actuarial valuations at the dates indicated. The actuarial methods and significant assumptions used in these valuations are available in the publicly available actuary reports for the three pension plans.

The Participating Employer Financial Information (PEFI) can be found at:
https://www.drs.wa.gov/the-2024-annual-report-is-here-newsfeed/

The Annual Comprehensive Financial Report (ACFR) can be found at:
https://www.drs.wa.gov/the-2024-annual-report-is-here-newsfeed/

The Actuarial Valuation can be found at:
https://leg.wa.gov/osa/pensionfunding/Pages/valuations.aspx

Basis of Budgetary Accounting

The School's legal budget is prepared on the modified accrual basis of accounting. The Budget and Actual schedules are prepared on the budgetary basis which agrees to Generally Accepted Accounting Principles (GAAP).

Single Audit Section
August 31, 2024

Spokane International Academy

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
Spokane International Academy
Spokane, Washington

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the governmental activities and each major fund of Spokane International Academy as of and for the year ended August 31, 2024, and the related notes to the financial statements, which collectively comprise Spokane International Academy's basic financial statements and have issued our report thereon dated August 26, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Spokane International Academy's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Spokane International Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of Spokane International Academy's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Spokane International Academy's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified certain deficiency in internal control, described in the accompanying Schedule of Findings and Questioned Costs as items 2024-001 that we consider to be a significant deficiency.

eidebailly.com
999 W. Riverside Ave., Ste. 101 • Spokane, WA 99201-1003 • T 509.747.6154 • F 509.838.0508 • EOE

Powered by BoardOnTrack

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Spokane International Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The School's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on Spokane International Academy's response to the findings identified in our audit and described in the accompanying Schedule of Findings and Questioned Costs. Spokane International Academy's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Spokane International Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Spokane International Academy's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Eide Bailly LLP

Spokane, Washington
August 26, 2025

Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Directors
Spokane International Academy
Spokane, Washington

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Spokane International Academy's compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on Spokane International Academy's major federal program for the year ended August 31, 2024. Spokane International Academy's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Spokane International Academy complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended August 31, 2024.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Spokane International Academy and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of Spokane International Academy's compliance with the compliance requirements referred to above.

eidebailly.com
999 W. Riverside Ave., Ste. 101 • Spokane, WA 99201-1003 • T 509.747.6154 • F 509.838.0508 • EOE

Powered by BoardOnTrack

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Spokane International Academy‘s federal programs.

Auditor’s Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Spokane International Academy’s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Spokane International Academy’s compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Spokane International Academy’s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Spokane International Academy’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Spokane International Academy’s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Spokane, Washington
August 26, 2025

Spokane International Academy
Schedule of Expenditures of Federal Awards
Year Ended August 31, 2024

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Pass-Through Programs			
Washington Office of Superintendent of Public Instruction			
Title I Grants to Local Educational Agencies	84.010	0204101	$ 260,005
Supporting Effective Instruction State Grants	84.367	0525410	9,753
Education Stabilization Fund			
COVID-19: American Rescue Plan - Elementary and Secondary School Emergency Relief Fund	84.425U	S425U210015	218,032
COVID-19: Coronavirus Response and Relief Supplemental Appropriations Act, 2021– Emergency Assistance for Non-Public Schools	84.425R	S425R210012	147,169
Student Support and Academic Enrichment Program	84.424	Unknown	21,758
Special Education Cluster			
Special Education Grants to States	84.027	0307202	169,325
Total U.S. Department of Education			826,042
U.S. Department of Agriculture			
Pass-Through Programs			
Washington Office of Superintendent of Public Instruction			
Child Nutrition Cluster			
School Breakfast Program	10.553	Unknown	159,910
Commodities	10.555	Unknown	42,368
Supply Chain Assistance	10.555	Unknown	31,320
National School Lunch Program	10.555	Unknown	232,432
Total Child Nutrition Cluster			466,030
Total U.S. Department of Agriculture			466,030
Department of Health and Human Services			
Pass-Through Programs			
Department of Centers for Disease Control and Prevention, Health and Human Services			
COVID 19 Public Health Emergency Response	93.354	0790066	111,365
Total Department of Health and Human Services			111,365
Total federal financial assistance			$ 1,403,437

See Notes to Schedule of Expenditures of Federal Awards

Powered by BoardOnTrack

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of Spokane International Academy under programs of the federal government for the year ended August 31, 2024. The information is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Spokane International Academy, it is not intended to and does not present the financial position, changes in fund balance or net position of Spokane International Academy.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the modified accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Note 3 - Indirect Cost Rate

Spokane International Academy has not elected to use the 10% de minimis cost rate.

Note 4 - Food Donation

Nonmonetary assistance is reported in the SEFA at the fair market value of the commodities received and disbursed.

Spokane International Academy
Schedule of Findings and Questioned Costs
Year Ended August 31, 2024

Section I – Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	Yes
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major program:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a):	No

Identification of major programs:

Name of Federal Program or Cluster	Federal Assistance Listing Number
Education Stabilization Fund	
COVID-19: American Rescue Plan - Elementary and Secondary School Emergency Relief Fund	84.425U
COVID-19: Coronavirus Response and Relief Supplemental Appropriations Act, 2021– Emergency Assistance for Non-Public Schools	84.425R

Dollar threshold used to distinguish between type A and type B programs:	$750,000
Auditee qualified as low-risk auditee?	Yes

Powered by BoardOnTrack

Section II – Findings – Financial Statement Audit

2024-001 Audit Adjustments

Significant Deficiency

Criteria:
A complete system of internal control contemplates an adequate system for recording and processing adjusting journal entries significant to the financial statements.

Condition:
As part of our audit we proposed audit adjustments to the financial statements, including passed adjustments over debt, revenue, expenditures and net position / fund balance.

Cause:
The School does not have an internal control system designed to ensure that accounts were properly reconciled and to identify all necessary adjustments.

Effect:
Inadequate controls over financial reporting could result in significant misstatements to the financial statements that would not be prevented or detected and corrected, which may affect management decisions made during the course of the year.

Repeat Finding from Prior Years:
No

Recommendation:
We recommend the School enhance internal controls to ensure that accounts are reconciled timely and all necessary adjustments are identified and recorded in the financial statements.

Views of Responsible Officials:
Management agrees with the finding and is initiating processes to ensure this finding gets corrected moving forward and accounts are reconciled timely and accurately.

Section III - Findings and Questioned Costs – Major Federal Award Programs Audit

There were no findings reported relating to the major federal award programs audit.