



**Minutes from the Regular Meeting of the Board of Directors
Monday, September 12, 2022**

The Board of Directors held a Regular Board Meeting on Monday, September 12, 2022. This meeting was held in-person and virtually via a Zoom link posted on the Mead School District website. Directors Burchard, Denholm, Olson, Cannon and Gray were present. Also attending were Superintendent Shawn Woodward, Chief Financial Officer Heather Ellingson and Assistant Superintendents Heather Havens and Jared Hoadley.

I. Pledge of Allegiance

The meeting began with President Burchard asking all to rise for the Pledge of Allegiance.

II. Approval of Agenda

Director Cannon made a motion to approve the presented agenda with one change. He requested Item B under Continuing Business (2nd Reading Policy & Procedure 2021 Revision, Library Media Center) be a non-action item rather than an action item. He explained he would like to amend the presented policy/procedure revision language based on feedback received from district legal counsel late last week. Director Gray seconded the motion. The motion to amend the agenda failed and the meeting proceeded as set forth in the presented agenda with Item B under Continuing Business remaining an action item.

III. Approval of Minutes

Director Cannon made a motion to approve the minutes of the August 29, 2022, Regular Board Meeting, as presented. Director Olson seconded the motion. The motion carried unanimously.

IV. Reports

A. Library Media Policy Review

Trish Henry, who serves as District Librarian for the Mead School District, presented an overview of current Policy/Procedure 2021, Library Media Center. A copy of the PowerPoint used in this presentation is attached.

The report included a review of:

- The key guidance used in the selection of library materials.
- The purpose of a library collection.
- RCW 28A.320.240 that states school libraries should, "Create a culture of reading in the school community by developing a diverse, student-focused collection of materials that ensures all students can find something of quality to read and by facilitating school-wide reading initiatives along with providing individual support and guidance for students."
- Factors considered in library collection development.
- Who can make collection requests/suggestions (students, parents, community members & teachers) and how those requests are processed.
- Primary considerations used in the selection of library materials.
- How gifts and donations are handled.
- Collection maintenance that includes ongoing assessment and the removal of books/resources that are deemed out-of-date, damaged or redundant.
- The steps followed, as set forth in Policy/Procedure 2021, when a Request for Reconsideration is made, including the criteria used to evaluate challenged materials. Upon notifying a parent/guardian of the results of their Request for Reconsideration it was shared that the superintendent's decision may be appealed to the Board of Directors if the concerned party feels the appropriate criteria and processes were not followed.

- Requests for Reconsideration, which included one in 2004. Since the adoption of Policy/Procedure 2021 in 2005, there have been no formal requests for the removal of books from any of the district's school libraries. On average, there is one informal reconsideration request made every 2-3 years.
- Checks and balances, with the notation that librarians meet as a PLC on Wednesday mornings where they collaborate on collection development and library instruction.

In conclusion, Ms. Henry shared the district's library catalog can be searched online and, via school websites, parents can search the collection at each individual school.

In response to a question from Director Olson regarding an email he received about pornographic material being available in school libraries, Ms. Henry categorically stated there are no pornographic materials in libraries. At the high school level there may be books with more mature images than you would find at elementary or middle schools, but there is nothing pornographic.

In response to a question from Director Gray regarding the determination of age appropriateness at elementary schools with a grade span of K-5, Ms. Henry shared library staff, in conjunction with the publisher, make this determination. She additionally noted the need to have a broad range of reading levels to meet the needs of all students and that elementary libraries do not include middle school materials. Regarding deselection, and parent concerns around shifts in culture or stereotypes, Ms. Henry reported it is one of her job responsibilities to regularly audit the district's collection and, when appropriate, deselect/remove items. An example shared was a book about girls becoming nurses and boys becoming doctors. The book was removed from the collection because of the stereotypes it promoted.

Noting the fact that there have been very few requests, either formal or informal, to remove library materials in the past several years, Director Denholm wondered if parents are aware of the ability to make challenges and indicated the importance of taking steps to educate the community on the challenge process already in place.

In response to a question from President Burchard, Ms. Henry shared parents are able, using PowerSchool login information, to see books currently checked out by their children. Director Gray expressed concern that parents are unaware of this tool and that they do not know they can let the school know the titles of books they do not want their children to have access to. Superintendent Woodward indicated the district can/will take steps to communicate both of these options to parents.

Director Cannon noted that two years ago the board, most likely, would not be having this conversation. However, there is now a growing gap between how materials are being written and the targeting of kids. He believes parents are looking for security. They want to make sure their children are not being exposed to certain subject matters. Acknowledging the presentation included good information he noted, like Director Gray, that parents are unaware of the tools available to them.

B. Curriculum Adoption Policy Review

Heather Havens, Learning & Teaching Assistant Superintendent, presented an overview of current Policy/Procedure 2020, Curriculum Development and Adoption of Instructional Materials. Ms. Havens noted Learning & Teaching Assistant Director Robin Placzek, who has been a part of prior curriculum adoptions, was in attendance and available to help answer questions. A copy of the PowerPoint used in this presentation is attached.

The report included a review of:

- The key guidance used in the selection and adoption of instructional materials.

- The important aspects of Policy 2020 including the fact that all new courses or major modifications to existing courses must be approved by the superintendent, with the superintendent then responsible for communicating changes to the board, and the legal responsibility of the board to approve the selection of instructional materials (text and electronic resources) used in the district.
- The criteria used in the selection of instructional materials.
- The key groups involved in the selection and adoption of instructional materials (Instructional Materials Review Committee, Curriculum Development Coordination Council and Curriculum Adoption Committee) and an overview of the membership and primary responsibilities for each committee.
- The two phases of the adoption process. (Ms. Havens reminded/noted that she personally met with each board member in the spring of 2022 for the express purpose of providing a comprehensive review of the district's curriculum adoption process.)
- The avenues available to parents/community members to participate in the instructional materials reconsideration process. Progressive steps include: 1) Bringing a concern to the child's teacher. 2) Scheduling a time to meet with the child's principal. 3) Formalizing the concern/complaint by completing a *Request for Reconsideration of Instructional Materials* form (available through Learning & Teaching). This reconsideration request is reviewed by the Instructional Materials Review Committee (IMRC) who provides a written decision on the complaint. 4) An appeal of the IMRC decision is delivered to the superintendent with the school board making final decisions on appeals.

In response to a question from Director Gray related to the regular review of curriculum, Ms. Havens shared the district has a Curriculum Adoption Cycle. However, because of recent budget issues, the district has been unable to proceed with adoptions as planned and will need to review/update the cycle based on that reality. Curriculum review is a continuous process and is a part of conversations that take place on Wednesdays during PLC time.

Director Gray specifically noted concerns with Supplemental Materials that, at staff discretion, can be used, and the regular review/monitoring of these resources to determine their appropriateness. In response Ms. Havens pointed to the Mead School District practice of hiring the utmost, professional teachers who use their skills to teach/reach every student. Building administrators are also highly invested in the learning of students. Together teachers and administrators during PLC time consider the essential questions of identifying what the district wants students to learn, deciding how the district determines students know what is being taught, along with developing a plan to provide interventions and/or extensions for students. A priority for building administrators is to be in classrooms and watch teachers teach. If a parent has a concern with content the first step is to reach out to the teacher to share the concern and obtain more information. If there continues to be a concern the matter then moves to the building administration level.

Director Gray acknowledged the district hires fantastic staff and her concern is not with the general teaching staff. The concern is with activist teachers and administrators, like those who spoke at the August 15th board meeting, who support Marxist ideology and support Critical Race Theory. The community wants assurances students are taught to critically think, not taught what to think.

On the subject of Supplemental Materials, President Burchard inquired about the number of complaints (best guess) received each year. Ms. Havens responded that, based on her tenure as a district level administrator (8 years), she can recall only a handful (less than five). Director Gray shared she knows personally of incidents where teachers strayed outside of their subject area and the solution was to move students to a different class and not address the teacher issue.

Director Denholm noted the importance of making sure parents know the processes in place to express curriculum concerns. He additionally requested the district "drill down" and share the

resolutions to past concerns. Superintendent Woodward noted that, in his three years with the Mead School District, he can recall one incident at the secondary level where a parent expressed a concern with a topic discussed in class. That parent was given the opportunity for the child to move to a different class, which happened. This does not happen often. Generally, issues/concerns are worked out with the teacher. He additionally shared the district will proactively share with families current curriculum related policies/procedures and the remedies available when a concern is brought forward.

Regarding CRT, Director Cannon noted it is not a curriculum, per se, but a practice being promoted. CRT is an ideology with the potential to permeate curriculum in every class and every grade. He referenced the Washington Ethnic Studies website that provides coaching, and continuing education credits, for teachers that encourages them to incorporate ethnic studies into their teaching and build a community of activists. Director Cannon noted he does not believe the majority of Mead teachers are doing this. It is confined to just a few activist teachers who necessitate the need for creating boundaries. He sees nothing wrong with having a policy that says we (the district) won't do what we say we don't do.

C. Civics Education Curriculum Review

Darren Nelson, Secondary Education Director, assisted by Mt. Spokane High School teacher Jessica Klingback and Mead High School teachers Alexandria Griffith and David Stedman, presented an overview of secondary Civics Education in the Mead School District. Before beginning Mr. Nelson thanked the many secondary teachers, in addition to Ms. Klingback, Ms. Griffith and Mr. Stedman, who assisted in putting together this review, which represents a sampling of current instruction in Civics. Mr. Nelson noted, in addition to Civics, Economics, Geography and History are included under the Social Studies teaching umbrella. A copy of the PowerPoint used in this presentation is attached.

The report included a review of:

- The connection to 11th grade ELA standards (CCSS.ELA-Literacy.R1.11-12.8 and CCSS.ELA-Literacy.R1.11-12.).
- The four K-12 Civics Performance Standards.
- Middle school focus areas and grade band clarifiers.
- Middle school classroom application.
- High school focus areas and grade band clarifiers.
- 10th grade high school classroom application (World History), shared by Alexandria Griffith, that included the example of looking at standard C4.9-10.2, Analyze how governments throughout history have or have not valued individual rights over the common good. To address this standard, students consider the question, *How do you determine and weigh the balance between personal rights and the common good?* A list of sources examined by students to answer this question was reviewed.
- 11th grade high school classroom application (US History), shared by Jessica Klingback, that included the example of looking at standard C1.11-12.1, Analyze and evaluate the ideals and principles contained in the foundational documents of the United States, and explain how they influence social and political systems. To address this standard, students consider the question, *Have the key ideals and principles espoused in the Constitution stood the test of time and survived until today?* Two examples of open-ended prompts presented for student response, connected to the question under consideration, were shared.
- 12th grade high school classroom application (Civics), shared by David Stedman, that included the example of looking at standard C.11-12.2, Analyze the origins, functions and structure of government with reference to the United States, Washington state, and tribal constitutions. To address this standard, students consider the question, *What are the similarities and differences between these structures of government?* To help answer this question, students study/investigate the intersection of local, state and federal

governments on various policy areas (housing, energy, K-12 education, higher education, welfare, medical care, etc.).

In conclusion, Mr. Nelson again stated the information presented was an overview of Civics education at the secondary level in the Mead School District. Noting the unease around Supplemental Materials, he reiterated the steps outlined by Heather Havens for parents to express a concern starting with the teacher. In his time as principal at Mt. Spokane High School he believes parents knew they could come to him with a concern, he would listen and attempt to come to resolution on the matter. If corrective action was needed, he took that action. It is his hope parents will feel comfortable reaching out to teachers, like the three who presented as part of this report, with questions and concerns. If resolution doesn't happen at that level the next step would be reaching out to building administration, followed by district level administration. In his 16 years as a building administrator he never had an instructional issue come to the board.

Director Cannon expressed his appreciation for the information shared, noting it was what he had hoped it would be. Director Cannon shared his perspective that it is "okay" to acknowledge the great work the district is doing while also addressing parental concerns around cultural momentum to do something different. With his proposed Civics Education policy he is trying to do both. He is not accusing anyone of wrong doing, he simply wants to draw a boundary indicating the district will not stray into an area of concern.

Director Olson shared that, in his conversations with patrons, they tell him they moved to the Mead School District because of the great education offered to students. He thanked Mr. Nelson for the presentation noting the information shared on Civics represents a small sampling of the high caliber of education available to students.

Director Gray, referencing the policy under consideration and the list of items set forth therein that are required to be taught, asked Mr. Nelson to confirm that those things, like the U.S. Constitution, are currently being taught, which he did. She, therefore, noted the concern rests with Supplemental Materials. For the record she additionally noted, for this specific Civics Education Curriculum Review, that Mr. Nelson spoke out against the proposed Civics Education policy at the August 15th meeting and, therefore, to suggest the conversation/presentation put forth by Mr. Nelson at this meeting is neutral is not accurate. Director Gray stated the policy as proposed does not change what is currently taught in Civics Education but it does limit presenting information through a CRT lens. Regarding recently passed state legislation that requires teachers and administrators to participate in CRT-type training, Director Gray noted it is ridiculous to assume the information disseminated in this training won't eventually make its way down to students.

Responding to Director Gray's statement regarding the neutrality of the information shared by Mr. Nelson, Superintendent Woodward explained he asked each presenter to present. In his role as advisor to the board he wants them to fully understand what is currently happening in schools before policy decisions are made. Superintendent Woodward asked Mr. Nelson to come and present factual information. The information presented has nothing to do with Mr. Nelson's Public Comments on August 15th.

Director Gray noted she appreciates that Mr. Nelson feels comfortable enough to stand up and voice concerns. She hopes teachers and administrators on the other side of the issue also feel confident enough to stand up. Director Gray additionally shared it is disconcerting to be presented with information designed to assure the board is fully informed before making decisions and then be required to vote that same evening. It would be helpful to have time to process the information and wait on a decision until the following board meeting.

Superintendent Woodward noted meeting agendas are set in consultation with the Board President and that at least two board members had requested presentations that reviewed the

district's Library Media policy, Curriculum Adoption policy and Civics Education curriculum. President Burchard confirmed he requested each of these reviews be included on the meeting agenda.

Director Denholm, regarding Mr. Nelson's Public Comments on August 15th noted, in addition to being a district employee, that Darren is also a parent and district resident. Mr. Nelson confirmed he is the father of two graduates and a current Mt. Spokane High School student, but shared he spoke on August 15th in all of his roles . . . district administrator, parent and community resident.

V. Remarks for the Good of the Schools - Public Comment

President Burchard first opened the floor for staff/board comments followed by comments from the individuals who signed-up to speak on agenda topics. Because of the large number of people wishing to speak, President Burchard requested comments be limited to two minutes in length and shared that Public Comments would be heard for two hours. President Burchard noted two separate sign-in sheets were utilized . . . one for those *IN FAVOR OF* the proposed policy adoption (Civics Education) or policy revision (Library Media Center) and one for those *OPPOSED TO* one or both of the proposals. Comments were heard using an alternating, *IN FAVOR OF/OPPOSED TO*, format.

Staff/Board Comments

Director Denholm noted the very generous \$10,000 donation from NW Farm Credit Services to the Evergreen Elementary *Living Garden*.

Director Olson, who participated in the annual *Cat Scramble* fundraising event, whose proceeds are split between the Mead High and Mt. Spokane Athletic Booster Clubs to benefit student athletes, noted all who participated had a great time for a great cause.

Director Cannon also recognized the substantial donation from NW Farm Credit Services to the Evergreen Elementary *Living Garden*. He additionally acknowledged the large number of individuals in attendance and expressed his appreciation for their being at the meeting. He reminded that at the end of the evening all are members of the Mead community. He loves this type of community engagement and does not want his two proposals to create long-term divisiveness.

President Burchard also referenced the *Cat Scramble Golf Tournament*, noting this fundraiser typically raises \$50,000 (approx.) that is shared by both high school athletic booster clubs. He expressed his appreciation to all who worked behind the scenes to make this event happen.

Public Comments

NOTE: The name of each speaker is listed below, along with whether they were *IN FAVOR OF* or *OPPOSED TO* one or both of the proposals (Proposal #1: Adoption of Civics Education policy. Proposal #2: Revision to Library Media Center policy/procedure) scheduled for board action later in the meeting. The speaker's affiliation to the district, if any, is also indicated. To listen to comments in their entirety please visit www.mead354.org/board where a link to the Zoom recording of the meeting is posted. At approximately the midway point in the two hours allotted for Public Comment President Burchard called for a ten-minute recess after which Public Comments continued.

Juliet Barent spoke in favor of the proposed Civics Education policy adoption.

Dave Gamon, a district resident/parent and staff member, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Erica Li, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption.

Jessica Klingback, a district parent and staff member, expressed opposition to the proposed Civics Education policy.

Jack Ligman, a district parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Gina McGlocklin, a district resident/parent and staff member, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Sabrina Byington, a district resident/parent and staff member, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Cory Patterson, a district parent/resident, spoke in favor of the proposed Civics Education policy adoption.

Erica Hallock, a district resident and parent of former Mead SD students, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

LeeAnn Burdick, a district parent/resident, spoke in favor of the proposed Civics Education policy adoption.

Gary Purviance, a district parent/resident, spoke in favor of the proposed Civics Education policy adoption.

Erin Davis, a district resident and parent of former Mead SD students, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Aslin Choi, a student in the Mead School District, spoke in favor of the proposed Civics Education policy adoption.

Chris Zeller, a district resident/parent, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Denise Choi, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Jen Gamon, a district resident/parent, who was accompanied by her son Quinn, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Chris Choi, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Seamus Davis, a district resident and Mead High School graduate, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Robin Haws, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption.

Luke Thomas, a district resident/parent and staff member (Social Studies Department Chair at Mt. Spokane High School), who was accompanied by several Mead School District Social Studies teachers, expressed opposition to the proposed Civics Education policy adoption.

Darla Bennett, a district resident/parent and staff member, spoke in favor of the proposed Civics Education policy adoption.

Deborah Fletcher, a district resident/parent and staff member, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Margo Hill, a district resident/parent, expressed opposition to the proposed Civics Education policy adoption.

Krista Hanson, a district resident and parent of former Mead SD students, spoke in favor of the proposed Civics Education policy adoption.

Lacy S., a 4th grader at Prairie View Elementary, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Rachelle Anderson, a district resident and Mead SD graduate, expressed opposition to the proposed Library Media Center policy/procedure revision.

DeJay Buck spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Randy Mickelsen, a district resident and former staff member, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Emilee Combs, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Julie Bohman, a district resident, parent of children who graduated from the Mead SD and former staff member, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Gina Howerton, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Donna Weirauch, a district resident/parent, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

A-A-ron Reese, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Bonnie Iverson, a district resident, parent of children who graduated from the Mead SD and former staff member, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Dana Rowan, a district staff member and parent of former Mead SD students, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Shamerica Nukamura, a district resident/parent, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Jeff Jamison, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Heather Rider, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Anna Caruso, a district resident/parent, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Emma Noble, a district resident/parent, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Elyse D'Agostinc, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Breann Booher, a district staff member, expressed opposition to the proposed Library Media Center policy/procedure revision.

Doug Turner, a district resident, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Kyla Gellerson, a district resident/parent, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Jennifer Colvert expressed opposition to the proposed Civics Education policy adoption.

Alana Shepherd expressed opposition to the proposed Library Media Center policy/procedure revision.

Kinslee Pounder, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Sarah Olson, a district resident/parent, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Amanda Hudson, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Melene Armstrong, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Betsy O'Halloran, a district resident, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Becky Senescall, a district resident/parent, spoke in favor of the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Amy McCohn, a district resident, expressed opposition to the proposed Civics Education policy adoption and Library Media Center policy/procedure revision.

Noting Public Comment had reached the two-hour mark, President Burchard halted comments thanking all who spoke. Recapping the two meetings where Public Comment was taken on the proposed Civics Education policy adoption and Library Media Center policy/procedure revision, President Burchard noted the percentage of those who spoke on August 15th was approximately 70% opposed to the proposals, with two of the speakers having no affiliation to the Mead School

District (30 individuals spoke on August 15th). This evening 100+ individuals signed up to speak. Approximately 60% were in favor of the two proposals, 40% were opposed. There were a couple of speakers from each side with no affiliation to the Mead School District. The board also received hundreds of emails over the past month with more leaning “opposed to” than “in favor of” the two proposals, until today (Monday, September 12th) when a wave of emails “in favor of” the two proposals were received as the result of an email campaign. President Burchard additionally noted the crowd in attendance this evening was split fairly evenly on the two proposals.

President Burchard provided board members with the opportunity to comment or respond to information shared during Public Comments.

Director Gray, referencing district policy that precludes those speaking during Public Comment from personally attacking someone, noted one of the speakers, a teacher in the district, attributed a comment to her that is completely untrue. Director Gray emphatically stated, for the record, that she never said she is terrified to send her children to school because she is fearful they will become transgender from reading a book.

VI. Continuing Business

A. 2nd Reading Policy 2401 Adoption Civics Education

President Burchard, noting this policy adoption was presented for first reading consideration on August 15, 2022, by Director Cannon, and this evening is before the board for second reading consideration as an action item, opened the floor for board comments/discussion.

Director Denholm, noting he has been told the Mead School District does not teach Critical Race Theory, and also noting he would not vote to teach Critical Race Theory, questioned the need for this policy when the district’s current curriculum adoption policy/procedure already addresses curriculum related issues. If changes need to be made to adequately address concerns, he recommends the district revisit and revise the current curriculum policy rather than adopting a new policy. He recounted the number of times this policy/procedure has been revised over the years, as a reminder that as things change the board routinely updates policies and procedures. He believes the district needs to work on implementing what already exists and noted, when necessary, teachers should receive training/direction on teaching approved curriculum not their personal views.

Director Denholm noted the need to work on the trust issues that exist on both sides. He additionally commented on the poor timing of this policy being brought forward at the start of a new school year and on the heels of COVID, masks, etc. In response to the passion surrounding this proposed policy, he shared he is fine if folks want to vote him out of office, however, to those on both sides who threatened to withhold support for future bonds and/or levies, he asked that they reconsider that stance as it only hurts kids.

Director Olson thanked all who shared comments on this topic. He has been a board member for over 37 years. He loves the Mead School District, which is regularly recognized as one of the very best school districts in the state thanks to its professional dedicated staff. The district just endured two years of COVID and is now faced with considering this Civics Education policy and proposed revisions to the Library Media Center policy/procedure. Director Olson referenced the individuals who spoke on August 15th noting only a very few of the 30 who spoke were in favor of either of Director Cannon’s proposals. The majority were opposed to the policies. That evening he felt the Mead community came together. A vote for Policy 2401 is a vote for a problem that does not exist and a vote to revise the Library Media Center policy/procedure goes against the current/existing material review process as set forth in Policy/Procedure 2021.

Director Cannon, noting he would not make a long case, or go “tit-for-tat” on comments made, stated most everyone is aware of the arguments and how each board member feels. Sharing a couple of personal points of clarification Director Cannon noted his observation that there are equal amounts of discrepancy and unity on the issue. There is discrepancy on what causes division and exclusion, alongside unity on the fact that no one wants this discrepancy, division or exclusion. He noted it is personally tough to hear his motives questioned. His goal in proposing the policy was to identify something we can agree we don’t want. He believes the disagreement lies in the approach to rectifying the concern. Director Cannon noted the board has learned a lot and that there are concerned parents on both sides. While sharing he is not opposed to improving an existing policy, he stated that conversation has never happened. His purpose in presenting the Civics Education policy was to start the conversation. If the board needs to amend a current policy, he advocated for doing that. He does not want this to be the end of the discussion.

Noting perception is reality, Director Cannon shared he feels he has been mischaracterized on a number of fronts. The perception is out there that he has a general mistrust of teachers and that is not true. He agrees with the point that was shared during Public Comments that if there is an activist teacher the issue should be taken up with them personally. The next step in that process is how is that done, and in the absence of a policy, he raised the question of how the district proceeds in handling the matter.

Director Gray shared it is her belief that the role of school directors is to evaluate and adopt written policies regarding the curriculum being taught to children. In Washington and other states school boards are specifically designed to keep education close to the people. Teachers are protected by a union as are administrators. She does not have a mistrust for every teacher in the district. She thinks Mead is a fantastic district with fantastic educators. However, she noted, just this last week, that Randi Weingarten, head of the NEA (National Education Association), stated that teachers are and should be social justice warriors. (Director Gray was interrupted by the local MEA President who stated Director Gray referenced the wrong union affiliation for Ms. Weingarten. Both Director Gray and President Burchard asked that this individual keep his comments to himself, especially since he called out a person at the August 15th meeting for speaking out of order.) Again noting that teachers have someone representing them, Director Gray stated that parents, children and the community also deserve to be represented. She wants to vote in favor of parents who want their children to be at school, be protected, and be taught a basic foundational education.

President Burchard thanked the community for their engagement in the process while also noting the community is clearly divided on the topic/issue. President Burchard stated he believes Director Cannon’s intentions are probably good. He read the proposed policy and found parts he agreed with and others that he did not. It is his hope no one is able to ascertain his political affiliation. He has always tried to serve on the school board in a non-partisan manner. He wants to look at the issue from both sides and not be radical on the right or the left.

President Burchard thanked Lacy, the 4th grader from Prairie View for her comments, and shared he is looking at the situation with the lens of what is best for students. He additionally shared he is not a CRT expert. He noted a person’s position on the topic varies based on what they read and what they Google. He does not believe a CRT issue currently exists in the Mead School District and stated there is no one in the district who is advocating for teaching CRT. If the state were to require the teaching of CRT he believes there would be a different board response just like there was with sex education and the opening of schools during COVID, which were very brave decisions made by many of the current board members. He is struggling with the way the policy is written. He does not see how the proposed policy helps the district be better. As suggested by Director Denholm, he could support revisiting and revising the district’s current curriculum policy if needed. He does not support activist teachers. Students should not know what political party a teacher aligns with. Teachers should be balanced in their instruction.

Noting that all board members had spoken, President Burchard called for a motion on the proposed policy.

Director Cannon made a motion to adopt Policy 2401, Civics Education, as presented. Director Gray seconded the motion. The motion failed.

**B. 2nd Reading Policy & Procedure 2021 Revision
Library Media Center**

President Burchard, noting this policy/procedure revision was presented for first reading consideration on August 15, 2022, by Director Cannon, and this evening is before the board for second reading consideration as an action item, opened the floor for board comments/discussion.

Director Gray, noting a legal opinion was just received on the proposed revisions, shared she does not believe the board should vote on a policy that does not meet legal standards.

Following discussion, that included the notation that the item is listed on the agenda as an action item, Director Denholm made a motion for an up or down vote on the policy/procedure revisions, as presented. Director Olson seconded the motion.

Director Cannon, referencing legal issues with the revisions, once again revisited his reasons for requesting, when the agenda was approved, that this item be changed from action to non-action. As it currently stands, with a motion for an up or down vote having been made and seconded, Director Cannon stated he was going to abstain. He will not be forced into voting against his own proposed revision. He is fully aware and acknowledged the proposed revision language needs to be changed. He is trying to address a parent concern and that concern doesn't go away because the proposed language needs further review/revision.

Noting there is a motion on the table for an up or down vote on the proposed policy/procedure revision, President Burchard called for a vote. As previously stated, Director Cannon abstained with Director Denholm, Director Olson, Director Gray and President Burchard all voting "nay" on the presented revisions to Policy/Procedure 2021, Library Media Center.

**VII. New Business
A. Consent Agenda**

Director Denholm made a motion to approve the Consent Agenda, as presented. Director Olson seconded the motion. The motion carried unanimously.

Consent Agenda

1. Hired Certificated Personnel:

Emily Powell	Prairie View	Cert	1.0 FTE Leave Replacement 4 th Grade teacher 22/23 school year effective 8/30/22
Marci Steinbach	Mead High	Cert	.6 FTE Continuing CTE teacher in addition to .4 FTE Continuing effective 8/30/22
Natalie McKenna	Learning & Teaching	Cert	1.0 FTE Continuing HiCap teacher effective 8/30/22 (no longer a part of Farwell staff)
Shari Hartwig	Learning & Teaching	Cert	1.0 FTE Continuing HiCap teacher effective 8/30/22 (no longer a part of Farwell staff)
Megan Thompson	Brentwood	Cert	.4 FTE Leave Replacement Combo Support teacher 22/23 school year effective 8/30/22
Ariana Swenson	Evergreen	Cert	1.0 FTE Continuing 4 th Grade teacher effective 8/30/22
Rachel Swenson	Brentwood	Cert	1.0 FTE Continuing 2 nd Grade teacher effective 8/30/22
Kristen Sandstrom	Mead High	Cert	.4 FTE Continuing Resource Room teacher effective 8/30/22
Rachel Black	Mead High	Cert	.8 FTE Continuing Spanish/French teacher effective 8/30/22 (replaces 1.0 FTE continuing position at Mead HS)
Christian Smith	Mountainside	Cert	.4 FTE Continuing CTE teacher effective 8/30/22
Emily Armstrong	Farwell	Cert	1.0 FTE Continuing 5 th Grade teacher effective 8/30/22
Tyler McLean	Brentwood	Cert	1.0 FTE Continuing 4 th Grade teacher effective 8/30/22

Shelly Hicks	Learning & Teaching	Cert	1.0 FTE Continuing LAP teacher effective 8/30/22
Anastasia Poliakova	Learning & Teaching	Cert	1.0 FTE Continuing ELD teacher effective 8/30/22
Brienna Weishaar	Special Services	Cert	.6 FTE Continuing SLP effective 8/30/22 (replaces 1.0 FTE continuing SLP position)
Sarah Wilson	Prairie View	Cert	1.0 FTE Continuing 3 rd Grade teacher effective 8/30/22
Laurie Turner	Mt. Spokane	Cert	1.0 FTE Continuing DLC teacher effective 8/30/22
Tannea Zollinger	Northwood	Cert	1.0 FTE Leave Replacement Art/Yearbook teacher 22/23 school year effective 8/30/22
Allison Hentges	Mt. Spokane	Cert	.6 FTE Leave Replacement Science teacher 1 st semester 22/23 school year effective 8/30/22
Tracee Jenson-Carroll	Mead Learning Options	Cert	1.0 FTE Continuing Elementary Virtual Teacher effective 8/30/22 (no longer at Brentwood)
Kelly Inderrieden	Special Services	Cert	1.0 FTE Continuing Elementary Compass Teacher effective 8/30/22 (no longer at Prairie View)
Michael Mason	Special Services	Cert	1.0 FTE Continuing Secondary Compass Teacher effective 8/30/22 (no longer an Elementary Compass Teacher)
Hope Hocutt	Northwood	Cert	.2 FTE Leave Replacement Reading teacher 22/23 school year (in addition to .4 FTE Continuing) effective 8/30/22
Rebecca Tucker	Prairie View	Cert	1.0 FTE Continuing 2 nd Grade teacher effective 8/30/22 (no longer at Evergreen)
Allison McCready	Mead High	Cert	.4 FTE Continuing Health/Fitness teacher (in addition to .4 FTE Continuing) effective 8/30/22
Emily McPeek	Colbert	Cert	1.0 FTE Continuing K Teacher effective 8/30/22 (no longer at Farwell)
Suzy Swenland	Shiloh Hills	Cert	.7 FTE Leave Replacement Music teacher 22/23 school year effective 8/30/22
Morgan Mizoguchi	Prairie View	Cert	1.0 FTE Continuing DLC teacher effective 8/30/22
Merideth Adams	Highland	Cert	.2 FTE Continuing teacher in addition to .6 FTE Continuing effective 8/30/22
Jennifer Gates	Learning & Teaching	Cert	.5 FTE Continuing LAP teacher effective 9/2/22
Emily Gillin	Mountainside	Cert	.2 FTE Continuing Science teacher in addition to .6 FTE Continuing effective 8/30/22

2. **Hired Classified Personnel:**

Terra Gamache	Nutrition Services	Class	8 hrs/day Admin Assistant effective 8/25/22
Lori Thomas	Special Services	Class	8 hrs/day Assessment Technician effective 8/26/22
C. Scott Cole	Transportation	Class	Assistant Director effective 9/1/22

3. **Hired Certificated Substitutes:**

Rachael Messerli	Christine Beck	Colsen Mayfield	Bob Holiday
Jessica Brooke			

4. **Hired Classified Substitutes:**

Wayne Kuntz	Luz Monter	Larry Helmer	Naysha Richmond
Kayla Watts	Wayne Turner	Randall Plischke	Debora Myrick

5. **Approved AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust & ASB.**

Vouchers audited and certified by auditing officers as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board. As of this day, **September 12, 2022**, the Board, by a unanimous vote does approve for payment the vouchers included in the above referenced list and further described as **Warrant Numbers 107629 to 107851** in the following amounts:

<u>Fund</u>	<u>Amount</u>
General Fund - AP	\$ 1,008,376.41
General Fund - PR	10,158,498.88
ASB Fund	50,310.64
Capital Projects Fund	298,747.21

6. **Accepted the following Donation:**

- \$1,500 donation from NUCA of Eastern Washington & North Idaho to the Mead High School Cheer program
- \$10,000 donation from NW Farm Credit Services to the Evergreen Elementary Living Garden

7. **Declared the following items as Surplus:**

- Arecont Vision AV12276 Cameras (3)
- Arecont Vision AV12176 Cameras (2)
- Arecont Vision AV 6556 Dual Sensor Cameras (3)

8. Approved Requests for Unpaid Leave (i.e., parenting, medical, Good of the District, etc.):

Tiffany Schamber	Nutrition Services	Class	August 9-10, 2022
Suzanne Holden	Brentwood	Class	January 12-17, 2023
Meghan Bradley	Brentwood	Class	August 29, 2022 - June 30, 2023
Vieyn Krop	Shiloh Hills	Class	Mondays & Wednesdays 22/23 School Year (Amended . . . Original request for M-W approved on 6/13/22)
Wayne Hartwig	Mead High	Class	August 30, 2022 - December 19, 2022
Heather Dinkuhn	Mead High	Class	September 12, 2022 - November 20, 2022 and December 12, 2022 - August 31, 2023
Ruth Erb	Mead High	Cert	November 9-10, 2022 (9.5 hours)
Marcella Lybbert	Mead Learning Options	Cert	.4 FTE 1 st semester 22/23

9. Approved Requests for Retirement/Resignation:

Ashley Fleck	Transportation	Class	Resignation effective 8/31/22 (AdminAsst) (amending resignation date approved on 8/29/22)
Brandee Elmore	Shiloh Hills	Class	Resignation effective 9/6/22 (Para)
Tanya Bos	Mt. Spokane	Class	Resignation effective 12/13/22

VIII. Adjourn

The meeting was adjourned at 10 pm.

President

Secretary



Library Collection Development Policy 2021 & Procedures 2021

Mead School District
September 12, 2022

Key Guidance Around Selection of Library Materials

Board Policy and Procedure 2021 - Guides our work and defines the process we use when evaluating library materials.

MSD Mission and Strategic Priorities - Ensure high levels of learning for ALL students.

MSD Library Mission - Ensure library users are effective and ethical users of information and technology by promoting reading, technology instruction, and critical thinking skills.

WA State Learning Standards - Defines what all students need to know and be able to do at each grade level. Materials must be standards aligned.

State and Federal Laws

Policy 2021: Purpose of a library collection



- As stated in our policy, the purpose is to...
- support and extend the classroom program,
 - provide a broad range of instructional equipment and learning resources that support the school curriculum and to meet the unique needs of our students while
 - conforming to state laws concerning instructional materials

Policy 2021: RCW 28A.320.240

“Create a culture of reading in the school community by developing a **diverse, student-focused collection of materials** that ensures all students can find something of quality to read and by facilitating school-wide reading initiatives along with **providing individual support and guidance for students**”



Procedure 2021: Collection Development

To best meet the unique needs of each school (and each student), the district will strive to create a library collection based upon an **assessment of student and staff needs**.

Methods: Student and staff surveys, individual requests, school data, analysis of existing collection

Factors to consider in collection development:

- What are the curricular and personal needs of our patrons
- What are the interest levels, vocabulary, maturity and ability levels of students?
- Does the material foster reading as a lifelong skill?
- Does the material have academic, literary or artistic value?



Procedure 2021 - Suggestions & Requests

Who can make requests?

- Students
- Parents
- Community members
- Teachers

“Library staff weigh requests, evaluate materials and select those which meet the needs of the instructional program.”



Primary Considerations

As stated in the board approved procedure document the following must be considered during the selection process:

- What do the professional reviews say?
- Is it age appropriate?
- When multiple items are selected are there a variety of reading levels?
- Nonfiction: Is the content accurate and up to date?
- Are images culturally sensitive?
- Funding



Procedure 2021 - Gifts & Donations

Gifts and donations
MUST go through
the same selection
process as a new
book.



Maintaining the Collection: Ongoing Assessment

Materials are removed from the library when they are deemed out of date, damaged or redundant. Considerations include the following:

- Does it still meet the criteria for new materials?
- What is the physical condition of the item?
- When was the item last checked out?
- Are newer, better editions available?
- Does it perpetuates cultural, ethnic or sexual stereotypes?
- Is it an unnecessary duplication of materials?

Requests for Reconsideration

When a parent or guardian has a concern about a library book or other library material, the board approved Procedure 2021 provides a step by step process to address those concerns.



Requests for Reconsideration: Step 1

1. Schedule a time to meet with the school teacher-librarian or the district librarian.
2. Discuss the request and listen carefully to the concerns, look at reviews and explore why it was selected for the collection.
3. Strive to find a mutually agreeable solution.
4. If the parent or guardian wants to pursue a formal reconsideration, we move on to Step 2.

Requests for Reconsideration: Step 2

1. The building principal will be informed whenever a citizen asks for a *Request for Reconsideration of Library/Media Materials* form.
2. The principal will furnish the parent/guardian with the *Request for Reconsideration of Materials* form and *Procedure 2021*.
3. The formal complaint will be reviewed by the superintendent and/or designee(s).

Reconsideration Process and Criteria

When reviewing a challenge to library materials the superintendent and/or designee(s) will follow the steps listed in the board approved Procedure 2021 including:

- Examine the “Request for Reconsideration” form.
- Read and evaluate the book/material in question.
- Study thoroughly all materials referenced and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation tools and holdings in other schools.

Reconsideration Process and Criteria (continued)

- Discuss the book/material in the context of the educational program and the audience for which it was selected.
- Consider the entire work, rather than extracting passages or parts. Weigh the values and faults against each other and weigh the conflicting opinions based on the materials as a whole.
- Base the final decision upon the appropriateness of the material for its intended educational use and audience.

Final Decision

“The superintendent will notify the parent or guardian of the results. The final decision may be appealed to the Board of Directors if a concerned party feels the appropriate criteria and processes were not followed.”

Role of the Board of Directors

“The purpose of the Board of Director’s review shall be to determine whether the superintendent or designee(s) applied the appropriate criteria and followed the proper process.”

Past Requests for Reconsideration

Formal Request: There hasn't been a formal request for reconsideration of library materials since 2004. Since this policy was first adopted in 2005 there have been NO formal requests for the removal of books from any of our libraries.

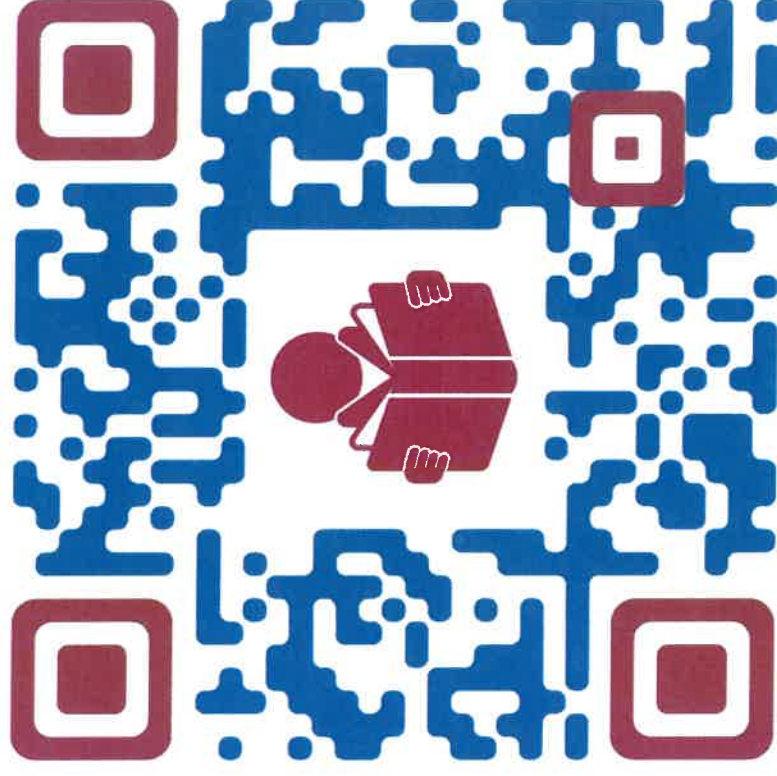
Informal Requests: On average there is one approximately every 2-3 years.

Checks and Balances

- Policy 2021
- Procedure 2021
- District Librarian reviews library purchases, analyzes each collection and provides annual reports to district administrators and library staff.
- Librarians meet as a PLC on Wednesdays. As part of that work, we are collaborating on collection development and library instruction.

Visit Our Libraries Online

- Our library catalog can be searched online:
<https://library.meadsd.net/> or scan the QR code.
- Click on your child's school to search his/her school collection.





Curriculum Development and Adoption of Instructional Materials

Mead School District
September 12, 2022

Key Guidance Around Selection and Adoption of Instructional Materials

Board Policy and Procedure 2020 - Guides our work and defines the process we use.

MSD Mission and Strategic Priorities - Ensure high levels of learning for ALL students.

WA State Learning Standards - Defines what all students need to know and be able to do at each grade level. Materials must be standards aligned.

State and Federal Laws

Policy and Procedure 2020

Important aspects of the policy to be noted:

ALL new courses or major modifications to existing courses must be approved by the superintendent.

The superintendent must inform the school board before any new course, or major revision to an existing course, is implemented.

The board is legally responsible for the selection of all instructional materials used in the district. These materials are defined as text and electronic resources furnished by the district.



Criteria for Instructional Materials

Must be comprehensive

Enrich and support the curriculum

Stimulate growth in conceptual thinking, factual knowledge, physical fitness, and literary and ethical standards

Provide sufficient variety to present contrasting and differing viewpoints of controversial issues, in order to develop the skills of critical analysis and informed decision making

Contribute to the development of an understanding of the ethnic, cultural and occupational diversity of American life

Criteria for Instructional Materials

Present objectively the concerns of and build on the contributions, current and historical of both sexes and members of religious, ethnic and cultural groups

Provide models of self-respect, ethnic pride and appreciation of cultural differences

Eliminate in all texts and electronic resources bias pertaining to sex, race, credd, religion, color, national origin, honorably discharged vetarans or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or use of a trained dog or service animal

Key Groups Involved in the Selection and Adoption of Instructional Materials

Instructional Materials Review Committee (IMRC) - Establishes and monitors such procedures as may be necessary for the selecting, adopting and discarding of instructional materials owned and used by the district.

Curriculum Development Coordination Council (CDCC) - Monitors district curriculum and instructional materials. Submits recommendations for curriculum improvement and/or change to the Instructional Materials Review Committee.

Curriculum Adoption Committee - Carries out any study requests made by the CDCC and assists with the implementation of adopted materials.

Overview of Instructional Materials Review Committee

Members: Superintendent and/or designee(s), Principals (3), Teachers (3), District Librarian.

Primary Responsibilities:

1. Establish screening criteria to identify and eliminate bias.
2. Act upon requests for text and electronic resources approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials.
3. Conduct a final review of all texts and electronic resources recommended by the Curriculum Development Coordination Council prior to sending materials forward to the Superintendent for recommendation for final approval by the board.

Overview of Curriculum Development Coordinating Council

Members: Assistant Superintendent of Learning and Teaching, Assistant Superintendent of Business Operations, Special Education Administrator, Student Services Administrator, Technology Administrator, Principals (4), District Librarian, Teachers (7), Parents (3)

Primary Responsibilities:

1. Coordinate the K-12 curriculum, approve the study of areas in need of curriculum improvement and initiate curriculum change.
2. Evaluate recommendations from sub committees and task forces and, when approved, submit to the Instructional Materials Review Committee.
3. Consider requests from principals and staff for curriculum revisions and instructional materials.

Overview of Curriculum Adoption Committee

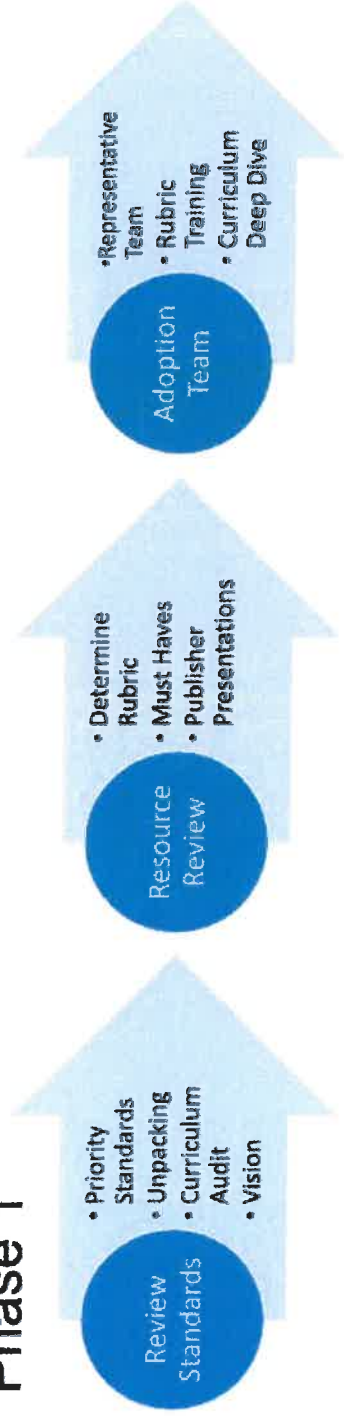
Members: Teachers representing all schools and grade levels impacted by the adoption, Special Education teachers (2), Intervention/Enrichment Teachers (2), Principals (2), Learning and Teaching Administrator, Curriculum Coordinator, District Librarian

Primary Responsibilities:

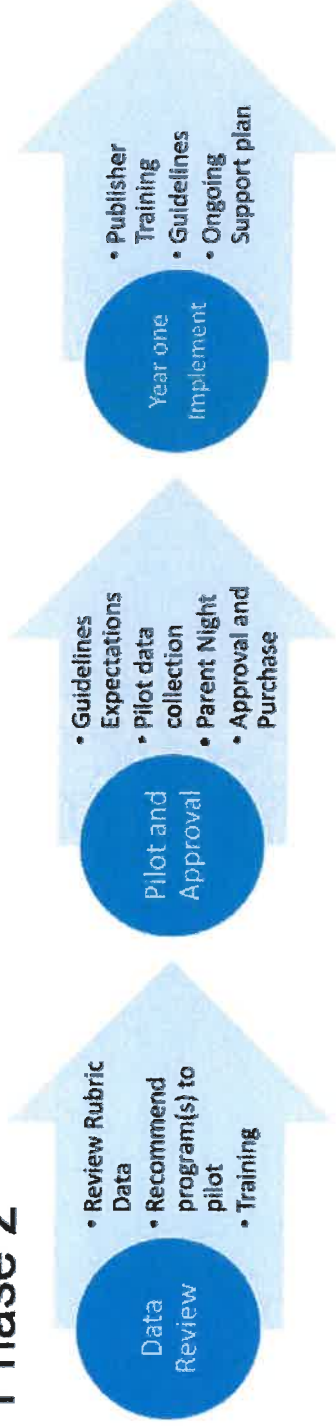
1. Review research and best practices relative to content area.
2. Determine essential criteria for meeting curricular needs.
3. Research available materials; review publisher presentations.
4. Determine 2-3 products to pilot in classrooms.
5. Collect and review data from pilot programs.
6. Submit recommendation to the CDCC.

The Adoption Process

Phase 1



Phase 2



Citizen/Community Participation in Instructional Materials Reconsideration Process

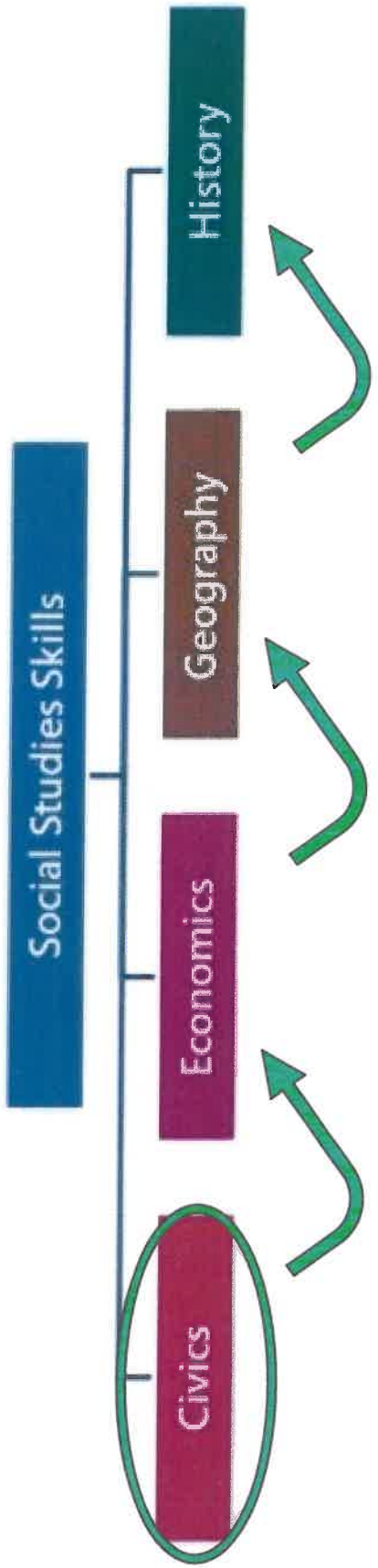
Community members have avenues through which they can ask questions or share concerns they have regarding instructional materials:

1. Bring concerns to child's teacher.
2. Schedule a time to meet with child's principal.
3. Formalize the concern/complaint through completing a "Request for Reconsideration of Instructional Materials" form, available through Learning and Teaching. The Instructional Materials Review Committee will review the request and provide a written decision.
4. Any appeal of the IMRC decision is to be delivered to the superintendent. The board will make final decisions on appeals.



Civics Education

Mead School District
September 12, 2022



Connection to ELA Standards - 11th Grade

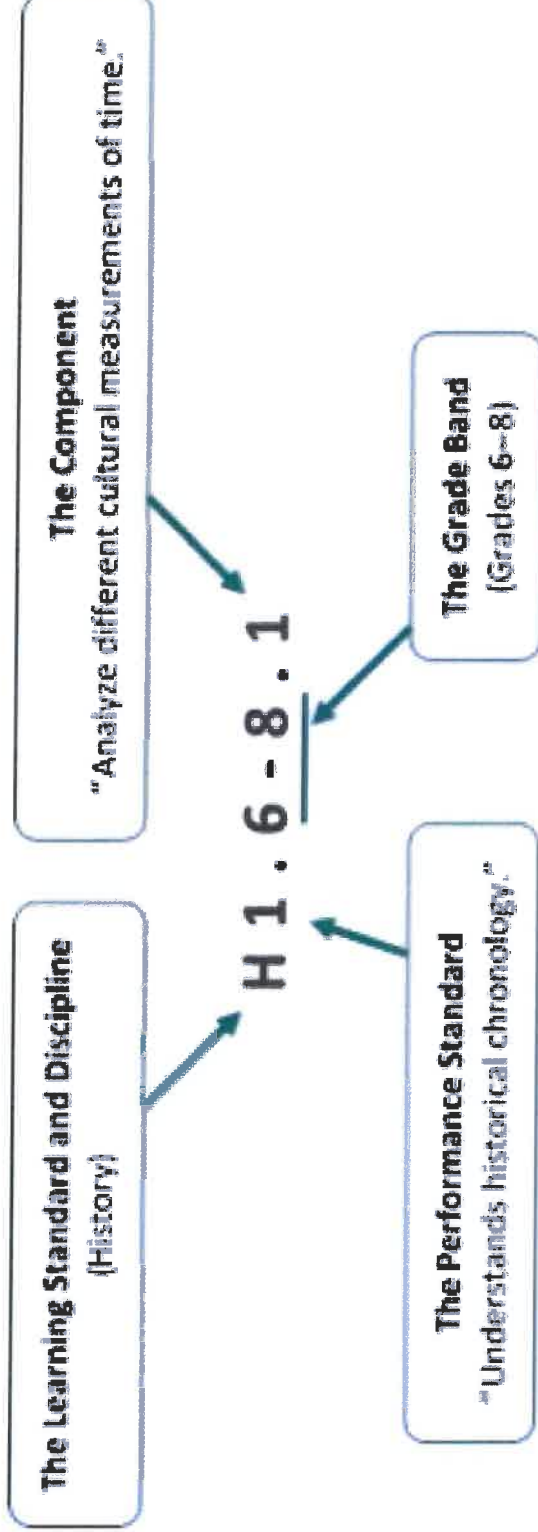
CCSS.ELA-LITERACY.RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

For example, in the sequence H1.6-8.1, the letter ("H") refers to the learning standard and discipline (history), and the first number ("1") indicates the performance standard. The numbers following the first period ("6-8") refer to the grade or grade band (Grades 6 through 8), and the last number ("1") indicates the component.



Civics Performance Standards (K-12)

- C1 - Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.
- C2 - Understands the purposes, organization, and function of governments, laws and political systems.
- C3 - Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.
- C4 - Understands civic involvement.



Middle School Focus Areas + Grade Band Clarifier

6th Grade Social Studies - World History

7th Grade Social Studies - Washington State History

8th Grade Social Studies - United States History

While the grade band will read 6-8, each standard reviewed is preceded by...

“By the end of (6th, 7th or 8th) grade, students will:”

Middle School Classroom Application (6-8)

C2.6-8.1 - Explain a variety of forms of government from the past to the present. (World)

How and why did governments develop in ancient and medieval societies? How did governments differ in various locations?

C3.6-8.2 - Analyze how international agreements have affected Washington State. (WA)

What is the legacy of the treaty-making period on the way we live today? How have treaties been honored or disregarded?

C1.6-8-3 - Explain key ideals and principles outlined in the Declaration of Independence, including life, liberty and the pursuit of happiness; the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty; and the Bill of Rights, including due process and the freedom of expression. (US)

What are the origins of the key ideals of the Declaration of Independence and the Constitution and their continuing influences on the nation?

High School Focus Areas + Grade Band Clarifier

10th Grade Social Studies - World History or AP World History or AP European History

11th Grade Social Studies - United States History or AP United States History

12th Grade Social Studies - Citizenship or AP US Government and Politics

High school grade bands will reflect 9-10 or 11-12.

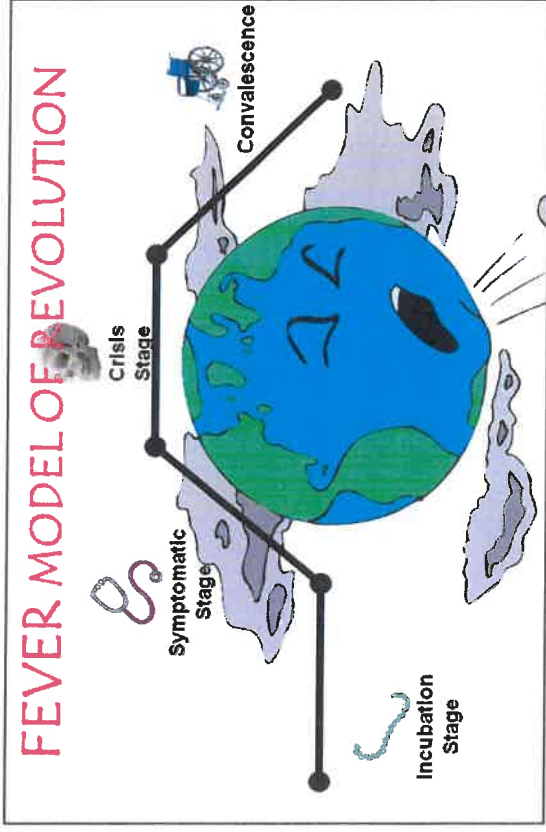
Performance Standard #1 is not required in grades 9 or 10. (World History)

C1 - Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.

High School Classroom Application (10)

C4.9-10.2 - Analyze how governments throughout history have or have not valued individual rights over the common good. (World)

How do you determine and weigh the balance between personal rights and the common good?



We examine:

- Political philosophers such as Hobbes, Locke, Rousseau, and Montesquieu
- We examine how those philosophers impacted revolutions in American Colonies, France, and Russia
- We compare and contrast the outcomes of those revolutions
- We then use primary & secondary sources as evidence to support claims in the *Content Based Assessment for Washington State*

High School Classroom Application (11)

C1.11-12.1 - Analyze and evaluate the ideals and principles contained in the foundational documents of the United States, and explain how they influence social and political systems. (US)

Have the key ideals and principles espoused in the Constitution stood the test of time and survived until today?

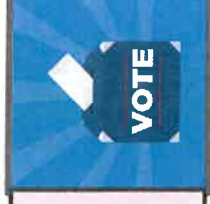


Document-Based Question

- Open ended prompt
- 5-7 Documents

Task: Create an argument in response to the prompt using evidence from the documents

How have voting rights in the United States changed over time?



How should the US Supreme Court rule in the *Mahanoy SD v. BL* case?



High School Classroom Application (12)

C2.11-12.2 - Analyze the origins, functions, and structure of government with reference to the United States, Washington state, and tribal constitutions. (Civics)

What are the similarities and differences between these structures of government?

