



**Minutes from the Regular Meeting of the Board of Directors
Monday, March 24, 2025**

The Board of Directors held a Regular Board Meeting on Monday, March 24, 2025. This meeting was held in-person and virtually via a Zoom link posted on the Mead School District website. The meeting, that began at 6 pm, was held at Union Event Center. Directors Cannon, Gray, Nolan and Killman were present. Director Burchard was excused. Also attending were Superintendent Travis Hanson, Assistant Superintendent Jared Hoadley and Chief Financial Officer Heather Ellingson.

I. Pledge of Allegiance

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

II. Approval of Agenda

Director Nolan made a motion to approve the meeting agenda, as presented. Director Gray seconded the motion. The motion carried unanimously.

III. Approval of Minutes

Director Killman made a motion to approve the minutes of the February 24, 2025 Regular Board Meeting and March 10, 2025 Work Session, as presented. Director Nolan seconded the motion. The motion carried unanimously.

IV. Remarks for the Good of the Schools - Public Comment on Agenda Items

President Cannon first opened the floor for school updates. This was followed by board/staff comments. Several individuals signed up to comment on the proposed revisions to Policy & Procedure 3211. Those comments, per the approved meeting agenda, were taken following Director Nolan's presentation of the proposed revisions to the policy and procedure.

Farwell Elementary ASB Presentation

Eighteen Farwell Elementary ASB students, using the letters F A R W E L L F A L C O N S, highlighted the many attributes that make Farwell Elementary a great place to go to school. Students (listed below) were accompanied by teacher/advisor June Lamberd and Principal Josh VanCleeef. Of particular note was information shared about the school's community service outreach/partnership with *Generation Alive* that resulted in 10,000 meals being provided to help those in need.

Flynn Cowart (5th grade)
Mila Anderson (4th grade)
Clara Maefsky (5th grade)
Harlow Thayer (5th grade)
Kennedy Lord-Willig (5th grade)
Mikayla Koutecky (4th grade)
Ahnaliese Amaro (5th grade)
Rowan Koerselman (4th grade)
Asher Blakesley (5th grade)

James Amidon (5th grade)
Sawyer Brune (4th grade)
Zane Bogdanowicz (4th grade)
Bailey Wheat (5th grade)
Stella Myers (5th grade)
Quincy Sanders (5th grade)
Peyton Salus (4th grade)
Taylor VanCleeef (4th grade)
Ellie VanCleeef (4th grade)

High School Reports

Mt. Spokane High School - ASB President Jayson Bonnett presented a brief review of the academic, athletic, leadership and music events recently completed and upcoming at Mt. Spokane High School. Winter Sports resulted in 13 wrestlers qualifying for State (10 boys and 3 girls) with one of these athletes earning a State Championship in their weight class at the 3A level. The boys basketball team placed 3rd in the 3A division at State. Spring Sports are underway with GSL competition starting the week of March 24th. ASB is working on the upcoming Spring Assembly, the April 2nd Blood Drive and the school's Teen Drive Program.

Mead High School - ASB President Ben Herzog presented a brief review of the academic, athletic leadership and music events recently completed and upcoming at Mead High School. Winter Sports saw both basketball teams (girls and boys) making State appearances and wrestling taking home the 2nd Place State Trophy in the 4A division. The Drama Department just completed a very successful run of the musical *Footloose*, incoming 9th graders recently attended an information evening and ASB is hosting *Coffee House* just prior to Spring Break. Mead will hold its annual *Cultural Night* following Spring Break.

Board/Staff Comments

NOTE: The following comments were shared later in the meeting, just prior to the board taking action on the Consent Agenda.

Director Nolan was very complimentary of the Safety & Security Task force facilitated by Business & Operations Assistant Superintendent Jared Hoadley. He shared he has learned a lot by participating in these meetings.

Director Killman, who recently attended a Jazz Concert featuring bands from Mead High School, Highland Middle School and Northwood Middle School, shared student musicians did an awesome job.

President Cannon spoke positively about the *Jazz Festival* hosted at Mead High School each spring. This festival was started by former Mead High School band director Terry Lack and continues under the direction of current Mead High School band director Rob Lewis. Judges for the festival include faculty/professors from several local and regional universities. In addition to acknowledging Mr. Lewis, President Cannon thanked the many Band Booster parents who help make this event possible.

V. Continuing Business - none

VI. New Business

A. 1st Reading Policy & Procedure 3211 Revision

Prior to Director Nolan presenting revisions to Policy & Procedure 3211, *Transgender Students*, for first reading, non-action consideration, President Cannon, to provide context, briefly reviewed information shared/discussed at the February 24, 2025 Regular Board Meeting and March 10, 2025 Work Session regarding a recent OSPI Civil Rights Review. In this review one area of non-compliance, language in Procedure 3211, requires board action.

President Cannon noted Public Comment on the presented policy/procedure revision would take place following Director Nolan's presentation, thereby allowing those in attendance a better understanding of the issues/areas of concern the board considered when drafting the presented policy revision and procedure revision before commenting.

President Cannon additionally noted individual board member comments on the presented revisions would take place after hearing Public Comments.

A copy of the PowerPoint presentation used by Director Nolan in presenting the first reading, non-action revisions to Policy/Procedure 3211, *Transgender Students*, is attached. General topics addressed included the following:

- **Overview** - Concerns with the policy/procedure, as mandated, and risks to the district for non-compliance were briefly reviewed. The board's typical policy/procedure revision process, that includes a first reading (non-action), followed by a second reading (action), was also explained
- **Terms & Overall Board Goal** - The terms *OSPI* (Office of the Superintendent of Public Instruction), *WSSDA* (Washington State School Directors Association) and *Chris Reykdal* (State Superintendent of Public Instruction) were explained, as was the board's goal of finding solutions that provide for accommodations to support the needs of the district's entire student population, while not imposing outcomes that take away the rights of others.
- **Background** -The 2019 law that resulted in the adoption of current Policy/Procedure 3211 in July of 2019, notation of 2024 legislation directing a statewide Civil Rights review and, in July 2024, a revision by WSSDA to Procedure 3211, were reviewed. On February 24, 2025 the district received a letter from OSPI, Office of Civil Rights, stating the language in Procedure 3211 is out of compliance. The letter directed the district to adopt the most recent version of WSSDA Procedure 3211 within 30 days. OSPI has since granted a response extension to allow time for both a first and second reading of the policy/procedure revision.
- **Concerns About State Mandate** - Areas of conflict between state and federal guidelines were reviewed (Parental Rights, Compelled Speech, Sex-Segregated Spaces & Activities, Safe & Fair Athletic Opportunities) and notation was made that OSPI failed to follow the Administrative Procedures Act. Additionally, threats to funding were reviewed. If the district does not comply with OSPI's guidance state funding is at risk and if the district follows the OSPI guidance federal funds are at risk.
- **Parental Rights** - Issues with the WSSDA Sample Policy/Procedure (directs student determination regarding family involvement and advocates for withholding information from parents) and conflicting legal guidance were reviewed.
- **Compelled Speech** - Issues with the WSSDA Sample Policy/Procedure (directs use of student's requested pronouns based on gender identity) and conflicting legal guidance were reviewed.
- **Sex-Segregated Facilities & Activities** - Issues with the WSSDA Sample Policy/Procedure (requires bathroom access based on gender identity, sets expectations for locker room access based on gender identity and recommends against gender segregated activities, including overnight trips) and conflicting legal guidance were reviewed.
- **Safe & Fair Athletic Opportunities** - Issues with the WSSDA Sample Policy/Procedure (requires access based on gender identity in physical education and athletic programs) and conflicting legal guidance were reviewed.
- **Risks to District** - Sources of district funding were reviewed (79.32% State, 5.11% Federal, 15.54% Local Levy, .02% Other), as were litigation risks associated with failure to follow federal or state guidance.

Following presentation of the information set forth above, Director Nolan read aloud the proposed revisions to both Policy 3211 (attached) and Procedure 3211(attached). WSSDA Sample Policy 3211 and WSSDA Sample Procedure 3211 were used as the base/template for the presented revisions. In each document new proposed language is red/highlighted and WSSDA language to be deleted is crossed out/highlighted.

VII. Public Comment on Policy/Procedure 3211 Revision

Prior to opening the floor for Public Comment on the revision to Policy/Procedure 3211, President Cannon briefly reviewed the district's Public Comment Guidelines and noted, because of the large number of individuals wishing to speak, that comments should be limited to two minutes in length.

NOTE: The name of each speaker is listed below, along with their affiliation to the district (resident or non-resident). Many comments were supportive of the proposed policy/procedure revision and others were not. To listen to comments in their entirety please visit www.mead354.org/board where you can access a link to the Zoom recording of the meeting.

- **Morna Gilbert** (resident)
- **Natalie Poulson** (non-resident)
- **Cecily Wright** (resident)
- **Jessi Thompson** (resident)
- **Rhonda Scott** (non-resident)
- **Steven Napoli** (non-resident)
- **Linda Carney** (non-resident)
- **Erin Carder** (non-resident)
- **Ron McInerney** (resident)
- **Dan Byrne** (resident)
- **Ken Brown** (resident)
- **Rachel Black** (resident)
- **Barry Roth** (resident)
- **Jay MacPherson** (resident)
- **Maureen Mickelson** (resident)
- **Mike Miller** (resident)
- **Alaura Miller** (resident)
- **Dori Whitford** (non-resident)
- **Sarah Beiers** (resident)
- **Erica Li** (resident)
- **Mark Weishaar** (resident)
- **Robyn Villines** (resident)
- **Cynthia Villines** (resident)
- **Greg Balzw** (non-resident)
- **Kerry Nelson** (resident)
- **Dave Barnes** (resident)
- **John Mast** (unknown)

Board Comments

Director Nolan, in response to a comment about funding of schools from property taxes, noted that while property taxes contribute to the amount the district receives from the state, many other revenue sources, such as sales tax, also contribute. He thanked those in attendance for the respectful conversation.

Director Gray thanked the many community members who were in attendance noting the importance of having their voices heard. She noted the board has reached out to federal agencies seeking their assistance to help resolve the areas of conflict between state and federal guidelines. Referencing the importance of all feeling supported, Director Gray noted that for every 5-10 transgender biological males participating in women's athletics, there are 5-10 biological girls who are disenfranchised. This is not something that impacts a small segment of the population. There is a ripple effect. Participation by one cannot be at the expense or safety of another.

Director Killman thanked those in attendance for their support and input.

President Cannon also thanked those in attendance. In sharing key points from his perspective, President Cannon noted biological female athletes deserve a fair/level playing field and biological females should have dedicated spaces in restrooms. On the topic of parental involvement, he noted that even when it comes to administering an aspirin or sunscreen parents must be consulted and grant their permission.

Before moving forward with the next agenda item President Cannon called for a brief (5 minutes) recess.

VIII. New Business - continued

B. Consent Agenda

President Cannon read aloud the donations listed on the Consent Agenda and thanked those individuals and organizations for their generosity and support of Mead School District students.

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

Consent Agenda

1. Hired Certificated Personnel:

Jay Jordan	District Office	Cert	1.0 FTE Continuing Learning & Teaching Assistant Superintendent effective 7/1/25
Troy Hughes	Mead HS	Cert	1.0 FTE Continuing Principal effective 7/1/25

2. Hired Classified Personnel:

Jeannie Boutain	Mead HS	Class	8 hrs/day Para Ed effective 2/3/25
Jordyn Strobel	Mountainside	Class	6.12 hrs/day Para Ed effective 2/27/25
Adrienne Vogel	Mountainside	Class	6.12 hrs/day Para Ed effective 2/24/25
Britney West	Custodial Services	Class	8 hrs/day Custodian effective 2/18/25
Monica Wood	Brentwood	Class	6.25 hrs/day Para Ed effective 2/20/25
Pat Round	Mead HS	Class	Athletic Director effective 7/1/25

3. Hired Certificated Substitutes:

Benjamin Caballero	Jordan Larsson-Schuler	Crystal Palmer	April Coleman
Michael Powers	Emily Erickson	Morgan Thompson	Jacob Brandvold
Nicole Pichette	Ellison Powers	Sarah Villaro	Kenny Nguyen

4. Hired Classified Substitutes:

Wyatt Moore	Kalli Maughan	Emily Findley	Hannah Hodde
Rachel Turner	Jordan Hughes	Falon Neeley	Catherine Omodt
Emily Otero	Brenna Templeton	Amy Barragan	

5. Approved the following Teachers to Teach via a Conditional Special Education Certificate:

Amber Sohns	Crystal Powers	
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6. 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, **March 24, 2025**, the Board, by a unanimous vote does approve for payment the vouchers included in the above referenced list and further described as **Warrant Numbers 120749 to 121157** in the following amounts:

<u>Fund</u>	<u>Amount</u>
General Fund - AP	\$ 2,380,920.59
General Fund - PR	12,421,473.69
Capital Projects Fund	26,968.95
ASB Fund	153,775.94

7. Approved Co-Curricular, Supplemental & Extra-Curricular contracts.

8. Accepted the Following Donations:

- \$500 from Lydig Construction to Mt. Spokane HS Softball program
- \$500 from R & R Heating to Mead SD DLC Field Day
- \$500 from Fire Fighters Local 2916 to Mead SD DLC Field Day

9. Declared the Following Buses as Surplus:

- Bus 9 (2009 International School Bus, State No. 205606, Vin: 4DRBUSKN09B664393, Lic: 82769C)
- Bus 17 (2013 International School Bus, State No. 207167, Vin: 4DRBUSKPXDB130179, Lic: A0833C)
- Bus 71 (2000 Bluebird School Bus, State No. 18690, Vin: 1BABNBXA0YF087907, Lic: B9048C)
- Bus 115 (2008 Chevy Collins School Bus, State No. 204825, Vin: 1GBJG31K881192666, Lic: 84665C)
- Bus 123 (2004 Bluebird School Bus, State No. 20953, Vin: 1BABKBXA24F213946, Lic: 68134C)
- Bus 129 (2003 Bluebird School Bus, State No. 21296, Vin: 1BABKBXA94F215712, Lic: C2080C)

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

Carmel Adams	Highland	Cert	4/16/25 - 6/17/25
Catherine Armstrong	Farwell	Class	Up to 5 days/month 2/13/25 - 6/17/25
Scott Atkins	Transportation	Class	2/28/25 - 3/28/25
Emily Boyzo	Colbert	Class	3/18/25 - 5/28/25
Ariel Croffut	Colbert	Class	2/25/25 - 4/4/25
Jacob Harris	Brentwood	Class	3/13/25 - 6/15/25
Sean Hopf	Northwood	Cert	3/5/25 - 5/9/25
Reytina Lindquist	Shiloh Hills	Class	1 day/month 3/3/25 - 6/30/25
Chad Thayer	Evergreen	Class	2/25/25 - 3/21/25
Cindy Ellis	Highland	Class	3/19/25 - 4/4/25
Cody Hauenstein	Mead HS	Class	5/19/25
Rick Marquardt	Northwood	Class	4 days (TBD) through June 2025
Karen Lonn	Meadow Ridge	Class	3/11/25, 3/118/25, 3/25/25 & 4/1/25
Emily Hairston	Prairie View	Class	4/14/25 - 6/6/25
Nicole Hodl	Skyline	Cert	3/6/25 - 5/26/25
Kaitlin Nobbs	Highland	Cert	.4 FTE 25/26 school year (will work .6 FTE)
Rebecca Tucker	Prairie View	Cert	2/25/25 - 5/26/25
Robert Whisman	Transportation	Class	3/3/25 - 5/26/25
Katie Zimmerman	Evergreen	Cert	25/26 school year (1.0 FTE)
Toby Doolittle	Mead HS	Cert	25/26 school year (1.0 Association Leave)
Kristen Spears	Colbert	Cert	.6 FTE (will work .4 FTE) 2/3/25 - 6/17/25
Amy Hanson	Mt. Spokane	Class	5/24/25 - 5/22/25

11. Accepted Requests for Retirement/Resignation:

Karen Edwards	Brentwood	Class	Resignation effective 3/13/25 (Para)
Courtney Gilbreath	Mountainside	Class	Resignation effective 3/7/25 (Para)
Kimberly Jensen	Mead HS	Cert	Resignation effective 6/30/25 (Principal)
Suzanne Pratt	Brentwood	Cert	Resignation effective 8/31/25 (teacher)
Jennifer Reed	Meadow Ridge	Class	Resignation effective 3/14/25 (Para)
Britney West	Custodial Services	Class	Resignation effective 3/14/25 (Custodian)
Danette Wurst	Special Services	Class	Resignation effective 8/31/25 (PT)
Renee Anderson	Maintenance	Class	Retirement effective 9/15/25 (Admin Asst)
Alfred Snyder	Custodial Services	Class	Retirement effective 3/31/25 (Custodian)

C. Superintendent Contract Extension

Following comments from Director Gray publicly affirming the excellent job Superintendent Travis Hanson has done the past two years and also acknowledging the many challenging issues he has had to navigate during this tenure, Director Nolan made a motion to extend Superintendent Hanson's contract through June 30, 2028. Director Killman seconded the motion. The motion carried unanimously.

D. School Security & Fire Monitoring and Dispatch & Fire Alarm Testing Contract

Maintenance Director Travis Bown presented a contract with CAMTEK to provide school security monitoring, fire monitoring and dispatch & fire alarm testing services to the Mead School District.

The Maintenance Department sent out a Request for Proposal, with a due date of March 12, 2025, for pricing on the services set forth above. CAMTEK was the low bidder scoring 90 out of 100 points on the scoring matrix (30% pricing, 30% references, 30% experience/expertise/training, 10% responsiveness). A recap of bid scoring was provided to board members.

The bid from CAMTEK for these services is \$56,485 annually. The contract is for one year with three additional one year options. Price escalation is controlled through a 3% or CPI ceiling, whichever is lower. Pricing is very similar to the rates the district is currently paying.

Director Killman made a motion to award a one year contract, with three additional one year options, for school security monitoring, fire monitoring and dispatch & fire alarm testing services to CAMTEK, as presented. Director Nolan seconded the motion. The motion carried unanimously.

IX. Reports

A. Financial Report for the Months of January & February 2025

Prior to presenting financial reports for the months of January and February 2025, Chief Financial Officer Heather Ellingson reported the bond refunding sale, that took place on March 11th, was successful. Savings to taxpayers will be just shy of \$4 million over 10 years.

Enrollment continues to be higher than budgeted due to better than anticipated enrollment in kindergarten and the district's ALE programs. Special Education enrollment is up. The 2023/24 average was 1739 with current Special Education enrollment sitting at 1886. The Special Education funding cap is 16%. District spending is currently 16.4%. There is talk in the state legislature of increasing the Special Education multiplier.

The district is half-way through the fiscal year with expenditures and revenues in line with projections. It is anticipated the district will end the year right on budget. Regarding federal funding, most of the federal monies the district receives are formula based and, therefore, even with changes at the federal level it is anticipated there won't be an adverse financial impact on the district.

B. Superintendent's Report

Superintendent Hanson congratulated Mt. Spokane High School Principal Chelsea Gallagher who is this year's Washington State *Principal of the Year*. Chelsea is just one of many outstanding Mead School District administrators. She now moves on to compete at the National level.

Congratulations were also extended to Mt. Spokane FCCLA teacher Maureen Collins who has been selected as this year's *Washington Spirit of Advising* award recipient.

Mt. Spokane High School senior Sydney Frost is the Washington State *Poetry Out Loud* champion, which qualifies her for the upcoming National competition.

Regarding a recent *Contempt of Court* ruling and subsequent *Press Release* sent by plaintiff's attorney to local media outlets that alleged/accused the district of "... deliberately withholding internal documents," Superintendent Hanson shared it is inaccurate, unfair and an oversimplification of facts to accuse the district of stonewalling or obstructing justice. The district has provided a massive amount of information to its legal counsel in response to plaintiff record requests. Once received by the district's legal counsel these documents (69,000+ individual records) must be redacted to protect information safeguarded by FERPA. This is a very time consuming process for district legal counsel considering the large volume of documents/emails involved.

As part of the *Contempt of Court* ruling, to speed up the forwarding of documents to the plaintiff's attorney, the judge, noting a Protective Order was already in place, saw no problem with unredacted documents being provided. From the district's perspective that is problematic because of the sensitive nature of information included in some of the documents and its obligation to protect student information. To inform families that unredacted documents would be provided the district briefly posted a *Notice* on its social media accounts and website. After a couple of days, following further conversations between lawyers for each side, the *Notice* was taken down.

Superintendent Hanson noted the frustration associated with being legally precluded from fully communicating with families regarding this situation. He noted the importance of public trust and shared he looks forward to being in a position to share more detailed information in the future. Unfortunately, the nature of this open litigation does not allow for saying more at this time.

X. Remarks for the Good of the Schools - Public Comment on Non-Agenda Items

No one signed up to make *Public Comment on Non-Agenda Items*.

XI. Executive Session

President Cannon noted there would be no Executive Session, as the discussion with legal counsel on litigation and pending litigation has been rescheduled for a later date.

XII. Adjourn

The meeting was adjourned at 8:40 pm.

President

Secretary

Policy/Procedure 3211 Transgender Students

March 24, 2025

Overview

- Background
- Concerns about mandated policy
- Risks to Mead School District
- 1st Read of revised Policy & Procedure 3211
- Public input/board discussion

Terms & Overall Board Goal

- OSPI – Office of the Superintendent of Public Instruction
 - Chris Reykdal elected head
- WSSDA – Washington State School Directors Association

Board Goal: Accommodation not imposition

Background

- 2019 - [SB 5689](#) passed into law
- July 25, 2019 - Mead adopted WSSDA 3211/3211P
- 2024 - legislature [directed](#) statewide civil rights review
- July 2024 - WSSDA updated 3211P
- Feb 24, 2025 - OSPI Office of Civil Rights letter
 - 3211/3211P deemed non-compliant
 - 30-day deadline

Concerns About State Mandate

- Conflicting state & federal guidelines
 - Parents' rights
 - Compelled speech
 - Sex-segregated spaces & activities
 - Safe and fair athletics opportunities
- Failure to follow Administrative Procedures Act
- Threatens educational funding

Parents Rights

Issue (Green highlighting)

- Directs student determination regarding family involvement
- Advocates for withholding information from parents

Conflicting Guidance

- I-2081 Parents Bill of rights/ [RCW 28A.605](#)
- Family Education Right to Privacy Act (FERPA)
 - [20 U.S. Code § 1232g](#)
 - [34 CFR 99 & DoE Guidance](#)
- Protection of Pupil Rights Amendment (PPRA)
 - [20 U.S. Code § 1232h](#)
- EO [Ending Radical Indoctrination](#)

Compelled Speech

Issue (Blue highlighting)

- Directs use of student's requested pronouns based on gender identity

- Staff
- Students

Conflicting Guidance

- United States Constitution, 1st Amendment
- Extensive federal precedent against compelled speech, especially for strongly held beliefs

Sex-Segregated Facilities & Activities

Issue (Yellow highlighting)

- Requires bathroom access based on gender identity
- Sets expectation for locker room access based on gender identity
- Recommends against gender segregated activities, including overnight trips

Conflicting Guidance

- Title IX
- [CFR 34 §106.33](#)
- [CFR 34 §106.34](#)
- [EO Defending Women From Gender Ideology](#)

Safe & Fair Athletic Opportunities

Issue (Grey highlighting)

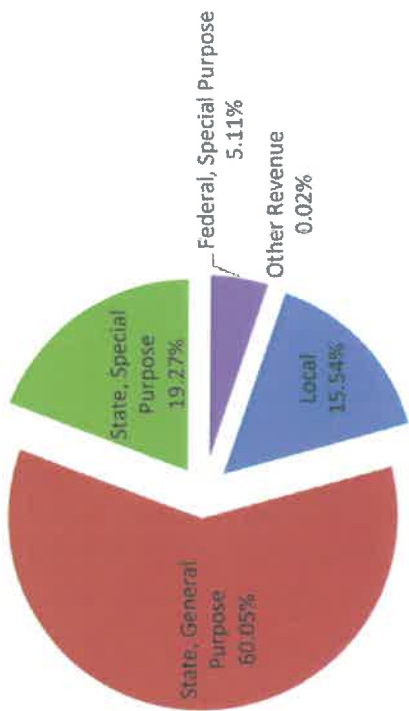
- Requires access based on gender identity in
 - Physical education
 - Athletic programs

Conflicting Guidance

- Title IX
- CFR 34 §106.34
- EO Defending Women From Gender Ideology

Risks to District

- Funding
 - State
 - Federal
- Litigation



Washington State Constitution, Article IX, Section 1

It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.

Data from Citizen's Guide to the Budget

Source	Amount
Local	\$26,972,526
State General, Purpose	\$104,202,304
State Special, Purpose	\$33,441,331
Federal, Special Purpose	\$8,869,158
Other Revenue	\$34,000
Other Financing Source	\$1,550,000
Total	\$175,069,319

1st Read

Policy & Procedure 3211

TRANSGENDER STUDENTS

The board believes in fostering an educational environment that supports effective learning is safe and free of discrimination for all students is its core responsibility. Inclusion and support of all students, in compliance with Washington State law and federal law, is a necessary component of that goal. Washington State's designation of gender expression or gender identity as a protected category for schools, while retaining sex as a previously existing protected class has, however, created conflicting rights. regardless of gender expression, gender identity, or sex. To that end, the board recognizes the importance of an inclusive approach toward transgender and gender expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

Under long-standing cultural and legal norms, many programs and spaces are segregated by sex, but access to the same can now be required based on gender expression or gender identity. Balancing competing demands and rights requires careful and deliberate process to serve students. Mead School District procedures shall emphasize solutions that provide accommodation tailored to the specific situation and work to respect the rights of all students. It does not intend to impose blanket solutions inherently favoring one protected class over another.

The Mead School District is obligated to comply with both state and federal law. When conflict exists, it acknowledges clear precedent for federal guidance to preempt state directives. Mead School District also recognizes involving families is critical to achieving successful outcomes and that, in most cases, federal law clearly establishes the right of families to information regarding their student. Therefore, district staff shall, to the maximum extent allowed by law, involve a student's family in any efforts related to this policy.

This policy is a component of the district's responsibility to create and maintain a safe, civil and respectful and inclusive learning community that accommodates needs in a balanced fashion rather than imposes solutions that subjugate the rights of others. It will be implemented in conjunction and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

Cross References:

3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
3210 - Nondiscrimination

3231 - Student Records

Legal References:

RCW 28A.642 Discrimination Prohibition
20 U.S.C. §1232g, 34 C.F.R., Part 99 - Family Education Rights
and Privacy Act

Management Resources:

2014 - December Issue
2013 - December Issue
Prohibiting Discrimination in Washington Public Schools - OSPI
Guidelines for school districts to implement Chapters 28A.640
and 28A.642 RCW and Chapter 392-190 WAC (February 2012)
2019 - July Policy Issue

Adopted: July 25, 2019

TRANSGENDER STUDENTS

The principal or building administrator—or an appropriate, designated school employee—is encouraged to request a meeting with a transgender ~~or gender-expansive~~ student upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or **gender** identity. **The student's parents or guardian should be involved in the meeting if at all possible.** Before contacting a student's parents, the school will consult with the student ~~about the student's preferences~~ regarding family involvement and consider whether safety concerns are present for the student.

The goals of the meeting are to:

- develop understanding of that student's individual needs with respect to their gender expression or **gender** identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3211 and this procedure and under state and federal law; and
- develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as condition of providing them with the protection to which they are entitled under Policy 3211, this procedure, and state and federal law regarding gender expression or **gender** identity.

Key Definitions/Terms

- **Assigned Sex at birth:** The sex **of** a person **is biologically driven and is** ~~was given at birth,~~ usually based on anatomy or chromosomes. **With rare exceptions, sex is binary and immutable.** (e.g., male, female, intersex, etc.).
- **Cisgender:** ~~A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female).~~
- **Gender Expansive:** ~~A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.~~
- **Gender Expression:** The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- **Gender Identity:** A person's internal and deeply-felt sense of being female **or** male, **both, non-binary, gender-expansive, or other—**regardless of the **sex** ~~gender~~ assigned at birth.
- **Transgender:** A term often used to describe a person whose gender identity or **gender** expression, or both, are different from those traditionally associated with their sex **assigned** at birth.

- **Transitioning:** The process in which a person goes from living and identifying as one gender to living and identifying as another.

Communication and Use of Names and Pronouns

An appropriate school employee will privately ask known transgender ~~or gender-expansive~~ students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. ~~See Confidential Health and Education Information section for guidance on releasing information on student's indicated preferences to parents or guardians. That information~~ Student preferences on how to be addressed will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun ~~requested and shall not be considered working notes per 3231/3231P. by which to address the student.~~ However, the student's legal name should be accessible by only necessary staff members—it should not be visible to teachers or other staff who have access to the electronic records system.

When appropriate or necessary, ~~student preferences on how they would like to be addressed this information~~ will be communicated directly with staff. ~~to facilitate the use of proper names and pronouns.~~ A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name ~~and pronoun~~ that corresponds to their gender identity. ~~Staff, to maximum extent possible, will use the student's requested name in lieu of pronouns.~~

When communicating with transgender ~~or gender-expansive~~ students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity or gender expression. Before communicating with parents of transgender ~~or gender-expansive~~ students ~~refer to Confidential Health and Educational Information section for guidance on disclosure of student information.~~ it's important to ask the student how school employees should refer to the student when talking with their parents and guardians. For families who are supportive, using the student's name and pronoun could be affirming for the student. For parents who are not supportive, or who are not aware of the student's transition at school, referring to their name and pronoun could be very dangerous. The district will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

Official Records

The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender ~~or gender-expansive~~ status. The District will change a student's official records to reflect a change in legal name upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process. found at: <https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf>. The process should not be overly cumbersome, and the district may not require verification from a physician.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, directory information.

Confidential Health or Educational Information

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information and should not be disclosed. Disclosing this information to other students, their parents, or other third parties, may violate privacy laws, such as FERPA. However, the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99) grants parents the right to request their student's records as outlined in 3231/3231P. School employees shall not withhold student information or records unless legally required to do so, and if requested, the District will provide the student's educational records to the parent according to 3231/3231P. Student Records modify number and name of policy as accurate for your district. To ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive status to others, including other school personnel, other students, or the parents of other students, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

Restroom Accessibility

Access to restrooms inconsistent with sex at birth must be coordinated with school administration prior to use in order to protect the rights of other students to have sex-segregated bathrooms. Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with their gender identity, but access to opposite sex bathrooms will be balanced against the facilities available and the needs of the student population as a whole. Any student—regardless of gender identity—who requests greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

Locker Room Accessibility

Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and ensure the safety of the transgender students and other students, athletic opportunities and ensuring the student's safety. The district will take an approach following that conforms with OSPI's guidelines and in most cases, the district should provide the student access to the locker room corresponding that corresponds to with their the gender identity, but final determination and access will be balanced against the facilities available and the needs of the student population as a whole. they assert at school. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:

- Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- A separate changing schedule (i.e., utilizing the locker room before or after the other students).

The school will provide accommodations needed to allow the student to keep their transgender ~~or gender-expansive~~ status private. No student will be required to use a locker room that conflicts with his or her gender identity.

Sports and Physical Education Classes

The District will provide all students, including transgender ~~and gender-expansive~~ students, the opportunity to participate in physical education ~~and athletic programs/opportunities~~ in a manner that is consistent with their gender identity. ~~For athletic programs and opportunities, consistent with RCW 28A.600.200, the school district may delegate control, supervision and regulation of athletic and other extracurricular activities to a voluntary nonprofit entity. Typically, these functions have been delegated to the Washington Interscholastic Activities Association (WIAA) and participation is governed by the WIAA Handbook. Transgender student participation in athletics and other activities will be in accordance with rules set by WIAA or any successor organization.~~

~~A student may seek review of his or her eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).~~

Dress Codes

The District will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the District guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender. The district will take an approach that conforms with OSPI 's guidelines.

Other School Activities

In any school activity ~~involving separation of students by sex, or other circumstance involving separation by gender~~ (e.g., class discussions ~~and field trips, and overnight trips~~), students will be permitted to participate in accordance with the gender identity they assert at school, ~~with the exception of overnight trips~~. Teachers and other school employees will make every effort to separate students based on factors other than ~~gender sex~~ where practicable.

~~For overnight trips, student room assignments will be made based on sex at birth.~~

Training and Professional Development

The district will designate one person to be the primary contact regarding this policy and procedure relating to transgender ~~or gender-expansive~~ students. The primary contact must participate in at least one mandatory training opportunity offered by OSPI. When possible, the District will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying;
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, gender expression issues.

Discrimination and Harassment Complaints

Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the District, and all staff to ensure that all students, including transgender and gender-expansive students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to transgender or gender-expansive students. The primary contact will communicate with the district's Civil Rights Compliance Coordinator.

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or gender expression are to be taken seriously and handled in the same manner as other discrimination and harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Nondiscrimination Procedure 3210P.

The district will share this policy and procedure with students, parents/guardians, employees, and volunteers.

Adoption Date: July 25, 2019

Revised: