



**Board Work Session Minutes
Thursday, June 12, 2025**

The Board of Directors held a Work Session on Thursday, June 12, 2025. The meeting began at 6:00 pm and was held at District Office. Directors Cannon, Gray, Nolan and Killman were present. Director Burchard was excused. Also attending was Superintendent Travis Hanson.

I. Executive Session

At 6 pm President Cannon called for an Executive Session of approximately 1.5 hours to discuss litigation and pending litigation with legal counsel. At 7:30 pm President Cannon returned the meeting to Open Session.

II. 2025/2026 Highly Capable Program Plan Presentation/Discussion

As a precursor to the June 23, 2025 Regular Board Meeting where an agenda item will be approval of the district's 2025/2026 Highly Capable Program Plan, Elementary Education/Special Programs Director Robin Placzek presented information on the district's Highly Capable Program, including the plan for the upcoming 2025/2026 school year. The 2025/2026 plan is very similar to what was offered in the 2024/2025 school year. Information shared included the following:

- **Definitions Review:** Highly capable students are students who perform, or show potential for performing, at significantly advanced academic levels when compared with others of their age, experiences or environments. As set forth in WAC 392-170-036, students who are highly capable may possess, but are not limited to, these learning characteristics:
 - Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
 - Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
 - Creative ability to make unusual connections among ideas and concepts;
 - Ability to learn quickly in their area(s) of intellectual strength; and
 - Capacity for intense concentration and focus.
- **Fiscal Considerations:** Washington's Highly Capable Program is a component of basic education. The 2025/2026 Highly Capable allocation is anticipated to be similar to the allocation received in 2024/2025 - \$310,000-\$320,000. State funding is based on 5% of each school district's student population. In Mead, the vast majority of this funding has been, and will again in 2025/2026, be used to cover the salaries of the two full-time elementary gifted magnet program teachers. Remaining monies have been, and will again, be used to support teacher professional development throughout the district. In future years it is hoped additional monies can be allocated to further enhance professional development.
- **Program Goals:** The Mead School District is committed to identifying and providing for the intellectual, social and emotional needs of its highly capable students, preparing them academically for college and career readiness as part of their access to a basic education. The district's Highly Capable mission matches the state MTSS model of layered support. Students with Highly Capable Learning Plans (grades 1-5) access universal, targeted and/or intensive learning experiences. The full-time gifted magnet program offered at Farwell Elementary (two classes) is considered a Tier II/III intervention.
- **Students Served:** There are 1,213 students (May 2025) identified as highly capable across grades 1-12 (Elementary = 445, Middle School = 356, High School = 412).

- **Identification of Students:** The district identification process applies equitably to all enrolled students and families. The identification process includes:
 - Universal screening
 - Referrals
 - Assessment
 - Three types of data: Aptitude (CogAT), Achievement (MAP, SBA) and Qualitative (Renzulli Scales for teacher/family input, WIDA)
 - Use of local norms to identify approximately top 7% of scores
- **Selection of Students:** A multidisciplinary selection committee evaluates the results of universal screening, any further individual student assessment and any available district data in making selection decisions. Selection is based on:
 - A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable; and
 - Evidence of clear need for highly capable services.
 Families are notified of the selection committee's decision via a letter sent home in December for 5th graders and May for all other grades.
- **Services/Instructional Program:**
 - Elementary: Service-delivery options include, but are not limited to, differentiation, enrichment, acceleration and participation in a full-time gifted magnet program.
 - Individualized Learning Plan (ILP)
 - Variety of settings
 - Extracurricular opportunities
 - Secondary: Service-delivery options include, but are not limited to, differentiation, enrichment and/or acceleration.
 - Advanced programs
 - Course acceleration
 - Partnerships with outside agencies
 - Extracurricular clubs and academic competitions
- **Professional Development:** Current professional resources and possibilities for additional opportunities, including the idea of partnering with Whitworth University, were reviewed.
- **Program Evaluation:** As additional data becomes available, evaluation of the program for the 2024/2025 school year will take place over the summer and an assessment will be made to determine whether programmatic changes are warranted. The evaluation process will include examining:
 - Number of students served by grade level K-12; student demographic information
 - Data to determine if the programs/services provided met the academic needs of these students
 - Examine MAP and SBA data
 - Collect anecdotal information from families at October conferences

Discussion included the topics of early entrance to kindergarten screening and how the local norm percentage is determined/identified at each school.

III. Policy & Procedure 3432 (Emergencies) Revision Discussion

Noting a first reading, non-action, revision to Policy 3432 (Emergencies) and the adoption of Procedure 3432, will be presented at the upcoming June 23, 2025 Regular Board Meeting, Business & Operations Assistant Superintendent Jared Hoadley, in preparation for that meeting, provided each board member with a copy of the proposed revision to Policy 3432, a copy of current Policy 3432 and a copy of proposed Procedure 3432. The most recent revision to Policy 3432 was in August of 2013.

The revised policy and new procedure comply with state law and the current district practice of requiring each school to conduct at least one safety-related drill per month. Drills are tracked by the district on a shared Google spreadsheet.

Following the June 23, 2025 first reading, the plan is to bring the policy/procedure back to the board for action in July so that the revised policy and new procedure are in place prior to the start of the 2025/2026 school year.

IV. School Improvement Plans Discussion

Superintendent Hanson provided board members with a copy of OSPI's *2025-2026 Step-by-Step School Improvement Planning and Implementation Guide*. The purpose of the guide is to assist schools in the creation of a School Improvement Plan (SIP) that accurately reflects each school's unique needs as indicated by the data collected and analyzed through the process of conducting a required Comprehensive Needs Assessment.

One of the first things new Learning & Teaching Assistant Superintendent Jay Jordan will undertake when he starts on July 1st is to lead a SIP process discussion with Jeff Naslund, Moleena Harris and Robin Placzek with one goal being to add more uniformity to plans at elementary, middle school and high school.

It was noted that plans for the district's five Title schools are more involved than for other elementary schools. Reference was also made to the introduction this past year of the "One Pager". This public friendly, condensed, version of a school's plan provides a general overview for parents and members of the community.

Discussion included how teacher evaluations and the principal's evaluation connect to the improvement plan for their school, and notation that schools need to make sure they set realistic/reasonable goals. The importance of measurables, and not having plans be perfunctory, was also noted. Moving forward, the board would like more time devoted at meetings to schools presenting their plans, with a focus not only on sharing goals but also outcomes.

Superintendent Hanson noted the possibility of having an August Work Session to discuss the school improvement plan process in more detail prior to the start of the new school year.

V. Adjourn

The meeting was adjourned at 8:25 pm.

President

Secretary