



AGENDA FOR THE REGULAR BOARD MEETING
Monday, September 22, 2025 - 6 pm
Union Event Center, 12509 N. Market St., Bldg. D, Mead, WA 99021

Webinar Link: mead354-org.zoom.us/j/82761934049
Or Call 669-900-6833 Webinar ID 827 6193 4049

- I. PLEDGE OF ALLEGIANCE**
- II. APPROVAL OF AGENDA** (Action)
- III. APPROVAL OF MINUTES** (Action)
Approval of the Minutes from the Regular Board Meeting of August 25, 2025 and
Work Session of September 8, 2025
- IV. REMARKS FOR THE GOOD OF THE SCHOOLS - Public Comment on Agenda Items**
- V. CONTINUING BUSINESS –**
 - A. Policy & Procedure 3211 (Transgender Students) Revision Update** (Non-Action)
- VI. NEW BUSINESS**
 - A. Consent Agenda**
Vouchers, Personnel Actions, Co-Curricular, Extra-Curricular & Supplemental Contracts (Action) 1
 - B. Student Travel Proposal**
Mead High School Band, Color Guard & Theatre Students (Action) 2
(Presented by: *Jay Jordan, Learning & Teaching Assistant Superintendent*)
 - C. Contract/Bargaining Agreement** (Action) 3
1135 MT (Bus Drivers)
(Presented by: *Keri Hutchins, HR Director*)
 - D. Contract Bargaining Agreement** (Action) 4
Mead Education Association
(Presented by: *Jared Hoadley, Business & Operations Assistant Superintendent*)
 - E. 1st Reading Policy & Procedure 3241 Revision** (Non-Action) 5
Student Discipline
(Presented by: *Travis Hanson, Superintendent*)
 - F. 1st Reading Policy 2331 Adoption** (Non-Action) 6
Controversial Issues - Guest Speakers
(Presented by: *Jay Jordan, Learning & Teaching Assistant Superintendent*)
 - G. 1st Reading Policy & Procedure 4010 Revision** (Non-Action) 7
Learning Improvement
(Presented by: *Jay Jordan, Learning & Teaching Assistant Superintendent*)
 - H. 1st Reading Policy 5281 Revision/Procedure 5281 Suspension** (Non-Action) 8
Disciplinary Action & Discharge
(Presented by: *Keri Hutchins, HR Director*)
 - I. Adoption of 2025/2026 Board Goals** (Action)

VII. REPORTS

- A. Technology Services Report**
(Presented by: *Dave Willyard & Emily Magney, Technology Directors*)
- B. Disability History Month Report**
(Presented by: *Kellie Jo Timberlake, Special Services Director*)
- C. Superintendent's Report**

VIII. REMARKS FOR THE GOOD OF THE SCHOOLS - Public Comment on Non-Agenda Items

IX. ADJOURN

Public Comment – Policy 1430

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings.

Public Comment on Agenda Items will be taken at the beginning of the meeting (prior to board action).

Public Comment on Non-Agenda Items will be taken at the conclusion of the business portion of the meeting, prior to adjournment.

Process & Length of Public Comments – Individuals wishing to be heard by the Board shall first be recognized by the board President. Individuals, after identifying themselves, will have **three minutes** to offer their comments. Those wishing to address the Board are asked to complete a *Public Comment Form*, giving the form to the board clerk in person, prior to the start of the meeting. Generally, *Public Comment Forms* are not accepted after the start of the meeting. However, prior to taking Public Comment on non-agenda items at the conclusion of the business portion of the meeting, an opportunity will be provided for those in attendance to complete a *Public Comment Form* and address the Board.

Public Comment Constraints – The board President may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive or obscene. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings. The Board shall not hear oral complaints regarding district employees. A member of the public wishing to make such a complaint shall do so in writing to the board President and/or Superintendent who shall take appropriate action.

Board Response to Public Comments – Whenever an individual comments to the Board, board members may ask clarifying questions of speakers, however, there should be no expectation of discussion and/or response. Please understand that the Board's silence is neutral. It is neither a signal of agreement nor disagreement with the speaker's remarks. If a response is requested, the board President will generally refer the matter to the district superintendent or a designee for further study and follow-up. In limited cases, an issue brought before the Board may be deferred to a future board meeting for response or discussion.

Individuals with disabilities who may need a modification to participate in a meeting should contact the Superintendent's office no later than three days before a regular meeting, and as soon as possible in advance of a special meeting, so that arrangements for the modification can be made.



**Minutes from the Regular Meeting of the Board of Directors
Monday, August 25, 2025**

The Board of Directors held a Regular Board Meeting on Monday, August 25, 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 Gray, Nolan and Killman were present. Directors Cannon and Burchard were excused. Also attending were Superintendent Travis Hanson, Chief Financial Officer Heather Ellingson and Assistant Superintendents Jay Jordan and Jared Hoadley.

I. Pledge of Allegiance

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

II. Approval of Agenda

Director Nolan made a motion to approve the meeting agenda, as amended (Executive Session removed). Director Killman seconded the motion. The motion carried unanimously.

III. Approval of Minutes

Director Nolan made a motion to approve the minutes of the July 28, 2025 Regular Board Meeting and August 11, 2025 Work Session, as presented. Director Killman seconded the motion. The motion carried unanimously.

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

Vice President Gray opened the floor for board/staff comments. There were no individuals who signed up to speak on agenda items.

Board/Staff Comments

Director Killman shared her excitement for the start of a new school year.

Vice President Gray expressed her appreciation to all staff (teachers, administrators, coaches, band directors and district level/building level support staff) for all of the hard work that goes into getting ready for the start of school.

V. Continuing Business

A. Policy & Procedure 3211 (Transgender Students) Revision Update

Vice President Gray, noting this is a standing, non-action agenda item while the board awaits the results from a Department of Education/Department of Justice Special Task Force investigation, reported the board has received no updated information on this matter since the last board meeting.

**B. 2nd Reading Policy 2255 Revision
Alternative Learning Experience Courses**

Learning & Teaching Assistant Superintendent Jay Jordan presented a revision to Policy 2255, Alternative Learning Experience Courses, for second reading consideration. This policy was adopted on May 8, 2005 and last revised on January 25, 2021.

The presented revision, in the section that references school district officials responsible for monitoring ALE courses, removes the Director of Students & Family Services, replacing that

individual with the Executive Director Special & Alternative Programs. The proposed revision reflects organizational changes that went into effect on July 1, 2025.

In response to a question from Director Nolan regarding state assessments, Dr. Jordan noted all students who are officially enrolled at MLO are scheduled to take state assessments, although parents are able to opt their children out of this testing if that is their desire. There is no financial implication associated with this opt out. There is no requirement that home school families who are not enrolled at MLO be scheduled for this test.

Director Nolan asked that the district administration Organizational Chart reflecting July 1st changes be made available on the district's website.

Director Killman made a motion to approve the revision to Policy 2255, Alternative Learning Experience Courses, as presented. Director Nolan seconded the motion. The motion carried unanimously.

VI. Public Hearing – 2025-2026 Budget

Chief Financial Officer Heather Ellingson, in accordance with state law, presented the proposed 2025-2026 budget for public comment. A summary of the proposed budget was presented at the July 28, 2025 Regular Board Meeting. Ms. Ellingson provided an overview of appropriation levels for the five district funds (General, ASB, Debt Service, Capital Projects and Transportation Vehicle). State law requires that school district budgets be adopted on or before August 31st each year. Regarding the General Fund, Ms. Ellingson highlighted/reviewed the following:

- **Economic Landscape** – Challenges and considerations were reviewed. These included enrollment fluctuations, special education growth, program maintenance, federal funding uncertainty and critical investments that will prioritize safety, security and the adoption of curriculum.
- **Enrollment** – For 2025/2026 the budgeted FTE enrollment is 10,359. This is in line with where the district ended the 2024/2025 school year (10,365 FTE). Over the past five years the district has experienced an unprecedented 57.8% increase in Special Education enrollment resulting in an increase in certificated and classified staff of 40.7% in that area.
- **Revenue** – The various sources of funding for the 25/26 school year were reviewed. These include Local (voter approved) Levy Funds (16.2%), State General Purpose Funds (57.3%), State Special Purpose Funds (21.0%), Federal Special Purpose Funds (4.6%) and Other Revenue (0.9%). Budgeted revenue from all sources is \$195,685,968. Starting in the 2025/26 school year the cap on Special Education funding has been lifted.
- **Expenditures** – General category expenditures for 25/26 are budgeted to be \$194,523,992 (Regular Instruction - \$99,667,500, Special Education - \$31,902,721, Vocational Education - \$9,309,305, Compensatory Education - \$10,848,177, Other Instructional - \$1,402,009, Community Services - \$488,077, Support Services - \$40,906,203).
- **Fund Balance** – The presented budget includes approximately \$1 million being added to Fund Balance to begin the process of replenishing monies that have been used to back fill recent budget short falls.

The budget presentation also included, as required by state law, disclosure of MSOC (materials, supplies & operating costs) revenue and expenditures. In 2025-2026 the district's MSOC budgeted allocation is \$13,842,643 with budgeted expenditures of \$24,179,721. It is projected the district will spend \$10,337,078 more than the state provided allocation.

Also, as required by state law, the budget presentation included a four-year forecast through the 2028/29 school year. Assuming an IPD of 2.5% in 25/26, 2.6% in 26/27 and 2.2% in 27/28,

coupled with a slight decline in enrollment based on historical trends/birthrates, the forecast predicts an ending fund balance of -\$1.35 million in 2028/2029.

In response to a clarifying question from Vice President Gray, Ms. Ellingson confirmed that the IPD monies received from the state cover only state funded positions at the state funded wage base. Providing the IPD percentage to all positions requires the district to make up, out of levy funds, the difference.

On behalf of President Cannon, Superintendent Hanson noted the board has spent considerable time over the past few months working on the 2025/26 budget. He additionally shared that the *Citizen's Guide*, a footnotes version of the budget, is available on the Mead School District website.

There were no public comments on the presented 2025/2026 budget.

VII. New Business

A. Resolution 25-06

2025-2026 Budget Adoption

Chief Financial Officer Heather Ellingson presented Resolution 25-06, 2025-2026 Budget Adoption, for board consideration. State law requires fiscal year budgets be adopted by August 31st each year. Adoption of the 2025-2026 budget sets the appropriation level or spending limit for each of the district's five funds (General, ASB, Debt Service, Capital Projects and Transportation Vehicle) consistent with the assumptions and estimates utilized in its preparation.

Director Nolan made a motion to adopt Resolution 25-06, 2025-2026 Budget Adoption, as presented. Director Killman seconded the motion. The motion carried unanimously. A copy of the resolution is attached.

B. Resolution 25-07

2025-2026 Fees & Budget Policies

Chief Financial Officer Heather Ellingson and Facilities & Planning Director Ned Wendle presented Resolution 25-07, 2025-2026 Fees & Budget Policies, for board consideration. In addition to the adoption of the fiscal year budget, state law requires that fees, budget policies and facility use fees be adopted by August 31st.

There is no change in ASB membership fees or high school parking fees. The mileage rate is adjusted to the IRS standard mileage rate as of January 1st each year. At the August 11, 2025 Work Session the board requested facility use fees be raised so that the increased dollar amount collected equates to approximately 10% without increasing fees for school groups (Level 1) and youth sports teams (Level 2). The presented Facility Use Fee schedule for 2025/26 adheres to that request and increases fees only for community non-profit organizations (Level 3) and commercial for-profit organizations (Level 4) to reach the 10% dollar amount. Regarding the optional Chromebook insurance fee of \$30, Ms. Ellingson reported that approximately 50% of students participate.

Director Nolan made a motion to adopt Resolution 25-07, 2025-2026 Fees & Budget Policies, as presented. Director Killman seconded the motion. The motion carried unanimously. A copy of the resolution is attached.

C. Consent Agenda

Vice President Gray referenced the donation listed on the Consent Agenda and thanked the organization (Cal Cars) for their generosity and support of Mead School District students.

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

Consent Agenda

1. Hired Certificated Personnel:

Jeannie DeLateur	Highland	Cert	1.0 FTE Continuing Spanish/Social Studies teacher effective 9/2/25
Mikayla Sattler	Special Services	Cert	1.0 FTE Continuing SLP effective 9/2/25
Kelsey Overhoff	Skyline	Cert	.4 FTE Leave Replacement 3 rd Grade Teacher 1 st Semester 25/26 effective 9/2/25
Robert Mildes	Special Services	Cert	.4 FTE Continuing PT effective 9/2/25
Joshua Peterson	Highland	Cert	1.0 Continuing Science Teacher effective 9/2/25 (no longer at PV)
Chris Bontrager	Highland	Cert	1.0 Continuing Health/Fitness Teacher effective 9/2/25 (no longer at Farwell)
Cynthia Rupe	Highland	Cert	1.0 Continuing Health/Fitness Teacher effective 9/2/25 (no longer Learning & Teacher LAP/Title @ Midway)
Hilary Linklater	Evergreen	Cert	1.0 Leave Replacement 1 st Grade Teacher 25/26 school year effective 9/2/25
Heather Warren	Evergreen	Cert	1.0 Continuing 1 st Grade Teacher effective 9/2/25 (no longer a Special Services Elementary Resource Room teacher @ Brentwood)
Keelin Daniels	Prairie View	Cert	1.0 Leave Replacement 1 st Grade Teacher 25/26 school year (taking leave from continuing position at Colbert)
Bryce Borland	Learning & Teaching	Cert	1.0 Continuing MVP Teacher effective 9/2/25 (no longer at Highland)
Jennifer Sicilia	Northwood	Cert	1.0 Continuing ELA Teacher effective 9/2/25 (no longer at Prairie View)
Jessice Lewis Mowry	Special Services	Cert	1.0 Continuing SLP effective 9/2/25
Jennifer Boomer	Evergreen	Cert	1.0 Continuing 5 th Grade Teacher effective 9/2/25
Jacquelyn Noldin	Mountainside	Cert	1.0 LR Math Teacher 25/26 school year
Elizabeth Rothstrom	Mountainside	Cert	1.0 Leave Replacement ELA/Electives Teacher 25/26 school year
Slilma Tukey	Prairie View	Cert	1.0 Continuing 1 st Grade Teacher effective 9/2/25 (no longer a Dual Language teacher)
Crystal Palmer	Special Services	Cert	1.0 Continuing Homebased teacher effective 9/2/25
Megan Thompson	Midway	Cert	1.0 LR K teacher 1 st semester 25/26 effective 9/2/25
Michael Nelson	Skyline	Cert	1.0 Leave Replacement 4 th grade teacher 25/26 school year effective 9/2/25 (taking leave from continuing position at Creekside)
Jonathan Fick	Mead HS	Cert	.2 Continuing Percussion teacher effective 9/2/25
Cori Fryett	Highland	Cert	1.0 Continuing Science teacher effective 9/2/25
Lindsey Carlson	Mountainside	Cert	.4 Continuing ELA/Electives teacher effective 9/2/25 (in addition to .6 LR 1 st semester 25/26)
Heather Gilchrest	Special Services	Cert	1.0 Continuing Homebased teacher effective 9/2/25

2. Hired Classified Personnel:

Brent Kile	Maintenance	Class	8 hrs/day General Maintenance effective 7/31/25
Gregory Wichterman	Maintenance	Class	8 hrs/day Electrician effective 7/31/25

3. Hired Classified Substitutes:

Delores Coughlin	Kirk Figon	Raymond Trammell Jr.	
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4. 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, **August 25, 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 122980 to 123352** in the following amounts:

<u>Fund</u>	<u>Amount</u>
General Fund - AP	\$ 2,298,203.15
General Fund - PR	13,423,901.60
ASB Fund	79,613.45
Capital Projects Fund	324,597.86
Transportation Vehicle Fund	363,337.92

5. **Approved Co-Curricular, Supplemental & Extra-Curricular contracts.**

6. **Accepted the Following Donations:**

- \$1,000 from Cal Cars to Mt. Spokane Girls Cross Country

7. **Declared the Following Items as Surplus:**

Bus No. 63
2009 Chevy Collins school bus
State No. 2053314
Vin: 1GBJG31K091113122
Lic No: B7387C

Bus No. 66
2009 Chevy Collins school bus
State N. 205330
Vin: 1GBJG31K191112786
Lic No: E3309C

Bus No. 84
2013 International school bus
State No. 207078
Vin: 4DRBUSKN4DB113117
Lic No: E3308C

Bus No. 92
2008 Chevy Collins school bus
State No. 204823
Vin: 1GBJG31KX81193639
Lic No. 84667C

Bus No. 124
2004 Bluebird school bus
State No. 20946
Vin: 1BABKBXA44F213947
Lic No. 65808C

(133) 2-Way Radios - iCom and Kenwood

(8) Handheld 2-Way Radios

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

Melissa Hoang	Evergreen	Class	9/29/25-12/19/25
Kerrie Howland	MLO	Cert	.5 FTE 25/26 school year (will work .5 FTE)
Amanda Sandoval	Brentwood	Cert	1.0 FTE 1 st semester 25/26 school year (revision from 5/27/25 Consent Agenda)

9. **Accepted Requests for Retirement/Resignation:**

Kaleigh Bussiere	Shiloh Hills	Class	Resignation effective 8/15/25 (Behavior Tech)
Jody Croff	Colbert	Class	Resignation effective 8/31/25 (Para Ed)
Kara Dewar	Creekside	Class	Resignation effective 8/31/25 (Para Ed)
Christina Ford	Transportation	Class	Resignation effective 8/31/25 (Bus Driver)
Diane Glover	Mountainside	Class	Resignation effective 8/31/25 (Custodian)
Wayne Hartwig	Northwood	Class	Resignation effective 8/31/25 (Para Ed)
Bethany Keating	Northwood	Class	Resignation effective 7/28/25 (Para Ed)
Katelyn Rodney	Colbert	Class	Resignation effective 8/17/25 (Para Ed)
Jenny Schneider	Colbert	Class	Resignation effective 8/31/25 (Behavior Tech)
Tammie Slater	MLO	Cert	Resignation effective 8/31/25 (teacher)
Michelle Tubbs	Colbert	Class	Resignation effective 8/31/25 (Para Ed)
Paul Weiss	Transportation	Class	Resignation effective 8/19/25 (Mechanic)
Serenity Wise	Creekside	Class	Resignation effective 8/15/25 (Para Ed)
Delialah Dixon	Evergreen	Class	Retirement effective 8/31/25 (Para Ed)
Beth Slusser	MLO	Class	Retirement effective 8/31/25 (Para Ed)
Keith Stamps	Mead HS	Cert	Separation effective 8/31/25 (teacher)
Courtney Norman	Meadow Ridge	Cert	Resignation effective 8/15/25 (teacher)
Amy Tobin	Farwell	Cert	Resignation effective 8/31/25 (teacher)
Linda Stomps	Mead HS	Class	Retirement effective 8/31/25 (Para Ed)

**D. Resolution 25-08
2025-2026 School Nutrition Fees**

Nutrition Services Assistant Director Mark Oswalt presented Resolution 25-08, 2025-2026 School Nutrition Fees, for board consideration. Approval of lunch and breakfast fees is a part of the annual budget adoption process that must be completed by August 31st of each year.

The Paid Meal Equity Price Requirement for 2025-2026 is \$4.01. While USDA requires increases in lunch meal prices for 2025/26 to meet the weighted average of \$3.43 they allow School Nutrition Programs with a positive fund balance to claim an exemption from raising paid meal prices. Based on the fact Mead's Nutrition Services Department is self-sustaining, Mr. Oswalt recommended the district take advantage of the offered exemption and not increase student meal prices for the 2025/2026 school year. For adult meals Nutrition Services recommends an increase of 25 cents to cover expenses of meals. The district receives zero federal reimbursement for adult meals.

Meadow Ridge Elementary was added this year to the list of schools meeting eligibility requirements for free meals for all students, bringing the total to nine qualifying schools throughout the district.

Director Nolan made a motion to adopt Resolution 25-08, 2025-2026 School Nutrition Fees, as presented. Director Killman seconded the motion. The motion carried unanimously. A copy of the resolution is attached.

E. Award of Milk and Dairy Contract

Pending renewal approval by the Central Valley School Board, Nutrition Services Assistant Director Mark Oswalt presented a bid through the district's interlocal agreement with Central Valley School District, with Terry's Dairy providing milk and dairy products for the 2025/2026 school year, for board consideration.

The district has been satisfied with the performance of Terry's Dairy for the past several years and is confident in their ability to meet milk and dairy needs for the 2025-2026 school year. Overall pricing is consistent with the prior year.

Director Killman made a motion to award the Milk and Dairy contract, pending renewal by the Central Valley School Board, for the 2025-2026 school year to Terry's Dairy, as presented. Director Nolan seconded the motion. The motion carried unanimously.

F. Award of Prime Vendor Contract

Nutrition Services Assistant Director Mark Oswalt presented PSJPC REP#202223-1 Prime Vendor with US Foods providing grocery items to the Mead School District in 2025/26 for board consideration. This contract is available through the district's membership in the Puget Sound Joint Purchasing Cooperative (PSJPC). The base year of this RFP was the 2022/2023 school year, with one-year renewal options through 2027-2028.

US Foods has been the district's Prime Vendor for the past several years and the district is confident in their ability to meet grocery needs for the 2025-2026 school year. Overall pricing is consistent with the prior year.

Director Nolan made a motion to award PSJPC RFP#202223-1 Prime Vendor contract for the 2025-2026 school year to US Foods, as presented. Director Killman seconded the motion. The motion carried unanimously.

G. Award of Supplemental Prime Vendor Contract

Nutrition Services Assistant Director Mark Oswalt presented RFP 7-2122, Supplemental Prime Vendor, for the 2025-2026 school year, for board consideration. The district has the option to participate in this bid through an interlocal agreement with Spokane Public Schools.

While Prime Vendor US Foods partners well with the district there are, at times, issues with distribution. Manufacturing shortages also continue to disrupt the supply chain and product availability across the United States. In an effort to minimize unexpected issues and provide a stable supply of core menu products, the district recommends awarding a Supplemental Prime Vendor contract to Gold Star Foods as a back-up distributor.

Nutrition Services has previously used this distributor as a sole source supplier of some menu items and has been pleased with their customer service and product quality. Overall pricing is consistent with similar products at US Foods.

Director Nolan made a motion to award SPS RFP 7-2122, Supplemental Prime Vendor contract for the 2025-2026 school year to Gold Star Foods, as presented. Director Killman seconded the motion. The motion carried unanimously.

H. Award of Disposal Products Contract

Nutrition Services Assistant Director Mark Oswalt presented PSJPC FRP# 3-202324, Disposal Products contract with Imperial Dade, for the 2025-2026 school year, for board consideration. The district has the option to participate in this bid through its membership in the Puget Sound Joint Purchasing Cooperative. The base year for this RFP is the 2023-2024 school year with one-year renewal options through 2027-2028. The contract satisfies RCW 70A.455 compostable requirements. Compostable items include trays, napkins, spoons, forks, foil, plastic wrap, etc.

Overall pricing is consistent with the 2024/25 school year.

In response to a question from Director Killman, Mr. Oswalt shared there is not currently a separate garbage can for students to dispose of compostable items.

Director Nolan made a motion to award PSJPC FRP# 3-202324, Disposal Products contract for the 2025-2026 school year to Imperial Dade, as presented. Director Killman seconded the motion. The motion carried unanimously.

I. Award of Fuel Contract

Transportation Director Tony Davis presented a contract with PetroCard for fuel services for the 2025/26 school year for board consideration. The base year for the Request for Proposal was the 2024-2025 school year, with four one-year renewal options through 2028-2029. The district has been satisfied with PetroCard's performance and is confident in their ability to meet fuel needs in the 2025-2026 school year.

Overall pricing is consistent with the 2024/25 school year.

In response to board questions, Mr. Davis shared fuel prices fluctuate throughout the year. Regarding fuel costs, 80% is for diesel, 5% for propane and 15% for gas. Because they were only in operation for three months, there is no cost data available for operating the new electric buses.

Director Nolan made a motion to award PetroCard the contract for fuel services for the 2025/2026 school year, as presented. Director Killman seconded the motion. The motion carried unanimously.

J. Resolution 25-09

Acceptance of the Completion of Skyline Elementary School

Facilities & Planning Director Ned Wendle presented Resolution 25-09, Acceptance of the Completion of Skyline Elementary School, for board consideration. On August 31, 2021, the Mead School District received notification from ALSC Architects confirming that the Skyline Elementary School project was completed in accordance with contract specifications and documents. This was confirmed by district personnel on November 29, 2021.

Adoption of Resolution 25-09 officially certifies that the work of contractor Graham Construction on the Skyline Elementary School project was completed. Mr. Wendle noted the delay in bringing this resolution to the board for adoption was a recently discovered oversight.

Director Killman made a motion to adopt Resolution 25-09, Acceptance of the Completion of Skyline Elementary School, as presented. Director Nolan seconded the motion. The motion carried unanimously. A copy of the resolution is attached.

**K. Contract/Bargaining Agreement
MECA Contract**

Human Resources Director Keri Hutchins presented a tentative four-year contract agreement (September 1, 2025 – August 31, 2029) between the Mead School District and Mead Extracurricular Employees Association (MECA) for board consideration. The association has ratified this tentative agreement.

A summary of contract changes, including a cost estimate, was provided to each board member. Ms. Hutchins assured the presented tentative agreement was crafted with careful consideration to the bargaining parameters established by the board.

Following discussion, Director Nolan made a motion to approve the four-year contract agreement between the Mead School District and Mead Extracurricular Employees Association (MECA), as presented. Director Killman seconded the motion. The motion carried unanimously.

VIII. Reports

A. Financial Report for the Month of July 2025

Chief Financial Officer Heather Ellingson presented a brief financial report for the month of July 2025. Cash Flow continues to be better than projected. Regarding Fund Balance, it is estimated revenue and expenditures will be essentially equal for the 2024/25 school year resulting in the district being very close to a balanced budget. Ending fund balance is estimated to be \$12.2 million.

It will take until mid to late October to close-out the books for the 2024-2025 school year.

B. Minimum Basic Education Compliance Report

Dr. Jay Jordan, Learning & Teaching Assistant Superintendent, as required by the State Board of Education, reported the district is in compliance with all minimum state basic education requirements and that the appropriate report confirming said compliance has been submitted to OSPI. The report includes, among other things, confirmation of 180 school days, compliance with minimum instructional hours and assurance the district meets all state graduation requirements.

C. Superintendent's Report

Superintendent Hanson shared the following:

1. Noting the magic surrounding the start of a new school year, Superintendent Hanson acknowledged the tremendous amount of work that goes into getting ready for the first

day of school by all district employees and expressed his sincere appreciation to all for their efforts.

2. Regarding safety and security upgrades made possible thanks to the passage of the recent 2024 levy, Superintendent Hanson invited Business & Operations Assistant Superintendent, Dr. Jared Hoadley, to provide an update. New radios, that will transition the district from an analogue to digital system, have been purchased. They are fully operational in all buses and will be in schools, if not the first day, soon thereafter. This new communication system will allow for clear, enhanced communication even when students are on a trip on the other side of the state. Dr. Hoadley reminded that the replacement of cameras will take place over the next three years.

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

Kristen Harvey, Mead School District parent, expressed her concern/opposition to school board members having access to the district's student information system/s. To listen to her comments in their entirety please visit www.mead354.org/board where you can access a link to the Zoom recording of the meeting.

X. Adjourn

The meeting was adjourned at 7:15 pm.

President

Secretary



**Resolution No. 25-06
2025/2026 Budget Adoption**

A RESOLUTION of the Board of Directors of Mead School District No. 354, Spokane County, Washington, fixing and determining fund appropriations; adopting the 2025-26 budget, the four year budget plan summary and the four-year enrollment projection; approving certain fund transfers; and providing for other related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF MEAD SCHOOL DISTRICT NO. 354 SPOKANE COUNTY, WASHINGTON, AS FOLLOWS:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Mead School District No. 354, Spokane County, Washington (the "District"), takes note of the following facts and hereby makes the following findings and determinations:

(a) Pursuant to RCW 28A.505.040, the District has completed the budget for the 2025-26 fiscal year and published electronic notice of the same on its website. The 2025-26 budget includes, among other things, a complete financial plan of the District for the ensuing 2025-26 fiscal year and a summary of the four-year budget plan that includes a four-year enrollment projection.

(b) Pursuant to RCW 28A.505.060, the Board shall adopt the 2025-26 budget on or before August 31, 2025. Prior to adoption of the 2025-26 budget, the Board shall meet and conduct a public hearing to allow any person to be heard for or against any part of the 2025-26 budget, the four year budget plan, or any proposed changes to uses of enrichment funding under RCW 28A.505.240 .

(c) The Board, following notice thereof being published in a newspaper of general circulation within the District, conducted a public hearing on August 25, 2025, in accordance with the requirements of RCW 28A.505.060 for the purpose of adopting the 2025-26 budget.

Section 2. Fixing and Determining Fund Appropriations; Adoption of 2025-26 Budget, Four-Year Budget Summary and Four-Year Enrollment Projection.

(a) The Board hereby fixes and determines the appropriation from each fund contained in the 2025-26 budget, as follows:

General Fund	\$194,523,992
Capital Projects Fund	\$ 6,155,673
Transportation Vehicle Fund	\$ 2,010,800
Debt Service Fund	\$ 14,690,988
Associated Student Body Fund	\$ 3,409,698

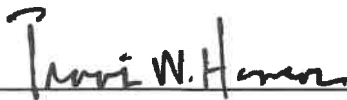
(b) The Board hereby adopts the 2025-26 budget, the four-year budget plan summary, and the four-year enrollment projection and the appropriations as fixed and determined above, all of which are on file with the District and incorporated herein by this reference.

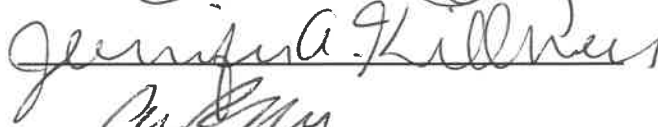
Section 3. General Authorization and Ratification. The Secretary to the Board, the President of the Board, the District's Assistant Superintendent, and other appropriate officers of the District are hereby further authorized to take all other action, to do all other things consistent with this resolution, and to execute all other documents necessary to effectuate the provisions of this resolution, and all actions heretofore taken in furtherance thereof and not inconsistent with the provisions of this resolution are hereby ratified and confirmed in all respects.

ADOPTED by the Board of Directors of Mead School District No. 354, Spokane County, Washington, at a regular open public meeting thereof, of which due notice was given as required by law, held this 25th day of August 2025, the following Directors being present and voting in favor of the resolution.

ATTEST:

MEAD SCHOOL DISTRICT
BOARD of DIRECTORS


Secretary to the Board




**Resolution No. 25-07
2025/2026 Fees & Policies**

WHEREAS, community groups within the Mead School District shall be permitted to use school facilities including play fields, for worthwhile purposes when such use will not interfere with school programs, and

WHEREAS, facility fees will be charged at an hourly rate and billed by the school district including stagehand crews, custodial and kitchen staff, and

WHEREAS, fees and budget policies for school nutrition fees, mileage, and Associated Student Body fees are incorporated into the operations of the school budget,

NOW THEREFORE, BE IT RESOLVED by the Board of Directors, that the amounts as set forth on the attached Fees & Budget Policies and the Facility Use Schedules be established and administered in the 2025/2026 operating budget

ADOPTED by the Board of Directors of the Mead School District No. 354, Spokane County, Washington, and authenticated by the signatures affixed below.

Dated this 25th day of August 2025.

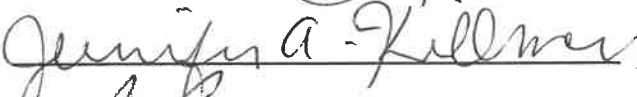
ATTEST:

**MEAD SCHOOL DISTRICT
BOARD of DIRECTORS**



Secretary to the Board









2025/2026 FEES AND BUDGET POLICIES

The Board of Directors, in the process of adopting 2025/2026 fiscal year budget for the General Fund, Capital Projects Fund, Debt Service Fund, Transportation Vehicle Fund and the Associated Student Body Fund budget, hereby incorporates the following fee and budget policies into the operation of the school district:

1. The Superintendent, or his designee, is authorized to reallocate amounts between programs, activity, or object so long as the total appropriation for each fund is not exceeded.
2. Mileage reimbursement rate per mile shall be paid for use of personal vehicles pursuant to Board Policy 6213 and federal internal revenue code and IRS regulations as of January 1st of each year.
3. Fees shall be charged to users of school district facilities per the attached schedules.
(Board Policy 6113)
4. Associated Student Body Membership Fee:
 - A. Middle School: \$15.00
 - B. High School: \$50.00
5. Parking – High School: \$50.00
6. Optional Chromebook Insurance
Secondary - \$30
7. Camp Fees: Camp fees for summer 2026 will be determined at a later date.

Board Policy 6113
Facility Use Fee Schedule
2025-2026

Classification → → → →	I	II	III	IV
Gymnasium/Fitness/Wt Rm				
School Day	N/C	*N/C or \$25/hour	\$51/hour	\$56/hour
Non-School Day	TBD	\$65/hour	\$81/hour	\$86/hour
Holiday	TBD	\$110/hour	\$138/hour	\$148/hour
Classroom				
School Day	N/C	*N/C or \$25/hour	\$46/hour	\$51/hour
Non-School Day	TBD	\$60/hour	\$75/hour	\$80/hour
Holiday	TBD	\$110/hour	\$138/hour	\$148/hour
Cafeteria/Commons/Library				
School Day	N/C	*N/C or \$25/hour	\$51/hour	\$56/hour
Non-School Day	TBD	\$65/hour	\$81/hour	\$86/hour
Holiday	TBD	\$110/hour	\$138/hour	\$148/hour
Mead Gymnastics Center				
School or Non-School Day	TBD	\$65/hour	\$70/hour	\$75/hour
Holiday	TBD	\$110/hour	\$120/hour	\$130/hour
Union Event Center	Sound system use requires additional fee	Sound system use requires additional fee	Sound system use requires additional fee	Sound system use requires additional fee
School or Non-School Day	TBD	\$65/hour	\$81/hour	\$86/hour
Holiday	TBD	\$110/hour	\$138/hour	\$148/hour
Auditorium/Theater	May Require Stage Crew	May Require Stage Crew	May Require Stage Crew	May Require Stage Crew
School Day	TBD	\$45/hour	\$57/hour	\$62/hour
Non-School Day	TBD	\$60/hour	\$75/hour	\$80/hour
Holiday	TBD	\$110/hour	\$138/hour	\$148/hour
Theater Stage Crew	If Necessary	If Necessary	If Necessary	If Necessary
School or Non-School Day	\$18/hour	\$18/hour	\$18/hour	\$18/hour
Kitchen Use Plus One Staff				
School or Non-School Day	\$50/hour	\$80/hour	\$80/hour	\$80/hour
Extra Custodian-2hr min	If Necessary	If Necessary	If Necessary	If Necessary
School Day	\$40/hour	\$40/hour	\$40/hour	\$40/hour
Non-School Day	\$55/hour	\$55/hour	\$55/hour	\$55/hour
Holiday	\$100/hour	\$100/hour	\$100/hour	\$100/hour
Supervision (certificated)				
School or Non-School Day	\$75/hour	\$75/hour	\$75/hour	\$75/hour

Classifications - See Board Policy 6113 for details

I - School or Chartered Youth Groups or other Government Agencies: (School Groups, Scouts, 4-H, etc.)

II - Non-Profit Youth Groups: (Youth Club Sports, AAU, YMCA, YWCA, SYSA, Church Youth Groups, etc.)

III- Non-Profit Community Groups: (Adult Community & Service Clubs, Adult Athletics, Churches, etc.)

IV - Commercial or For-Profit Organizations: (Businesses & Organizations using facilities for a profit)

*N/C-No Charge for Non-Profit Youth Groups with 501c3 Docs and 50%+1 MSD Student Roster - **School Days Only**.

UNION STADIUM RENTAL FEES

Effective September 1, 2025

Classification	I	II	III	IV
Turf Field	Practice-\$150/hour Home Event - N/C	Practice-\$200/hour Event - Estimate upon Approval	Practice-\$300/hour Event - Estimate upon Approval	Practice-\$350/hour Event - Estimate upon Approval
U1 Grass Soccer Field	N/C	\$20/hour	\$35/hour	\$45/hour
U2 Grass Soccer Field	N/C	\$20/hour	\$35/hour	\$45/hour
U3 Grass Soccer Field	N/C	\$20/hour	\$35/hour	\$45/hour
Stadium Lights-2hr min	N/C	\$50/hour	\$50/hour	\$50/hour
Custodian-2hr min School Day Non School Day Holiday	\$40/hour \$55/hour \$100/hour	\$40/hour \$55/hour \$100/hour	\$40/hour \$55/hour \$100/hour	\$40/hour \$55/hour \$100/hour
Press box for Sound System & Scoreboard	\$52/hour	\$52/hour	\$52/hour	\$52/hour

Classifications - See Board Policy 6113 for details

I - School or Chartered Youth Groups or other Government Agencies:

(School Groups, Scouts, 4-H, etc.)

II - Non-Profit Youth Groups:

(Youth Club Sports, AAU, YMCA, YWCA, SYSA, Church Youth Groups, etc.)

III - Non-Profit Community Groups:

(Adult Community & Service Clubs, Adult Athletics, Churches, etc.)

IV - Commercial or For-Profit Organizations:

(Businesses & Organizations using facilities for a profit)

Care of Stadium and Fields:

- Participants and officials must wear molded sole shoes or tennis shoes on the artificial turf.
- Only coaches, participants, officials and authorized personnel are permitted on the turf.
- Shelled seeds and nuts are strictly prohibited on all Union Stadium grounds.
- Items that may stain/damage artificial turf, such as crepe paper, beverages, food products, gum, coffee, tobacco, Vaseline, candy, glitter, etc., are prohibited.
- The use of sharp objects or golf clubs on the artificial turf are prohibited. Care should be exercised in moving equipment to avoid cutting or snagging the turf.
- Marking or painting on any field or other facility surfaces are prohibited. Movable markers, such as cones, are allowed upon receipt of permission.
- Each user(s) shall be responsible for general clean-up after use, including picking up trash and placing it in the appropriate receptacle.
- No decorations or application of materials to walls, floors, fences, etc. will be allowed without district permission and in advance of the event.
- Animals, except service dogs, are NOT allowed on district grounds and playfields.
- Kicking or bouncing balls against the fences, grandstands or any standing structure is prohibited.



RESOLUTION 25-08
2025/26 School Nutrition Fees

WHEREAS, fees and budget policies for school nutrition fees are incorporated into the operations of the school budget,

NOW, THEREFORE BE IT RESOLVED by the Board of Directors that the amounts set forth on the attached 2025-2026 Meal Price Recommendation be established and administered in the 2025-2026 operating budget.

ADOPTED by the Board of Directors of Mead School District No. 354, Spokane County, Washington and authenticated by the signatures affixed below.

Dated this 25th day of August, 2025.

Attest:

Tami M. Horan
Secretary to the Board

Mead School District No. 354
Board of Directors

Brian D. O'Connell
Jennifer A. Killman
[Signature]



Nutrition Services
12509 N. Market St. Bldg E, Mead, WA 99021
Telephone (509) 465-6100 FAX (509) 461-5111

2025-2026 Meal Price Recommendation

	Current Breakfast	Proposed Breakfast	Current Lunch	Proposed Lunch
Elementary	1.85	No change	2.95	No change
Middle	2.00	No change	3.50	No change
High	2.00	No change	3.50	No change
Adult	3.25	3.50	5.00	5.25
Milk	.65	No change	.65	No change

1. Paid Meal Equity Price Requirement for the 2025-2026 school year is \$4.01. The current weighted average price for lunch is \$3.33. USDA requires increases in lunch meal prices for 2025-2026 to meet the weighted average of \$3.43, which is the price requirement with a .10 cent cap. **See attached.**
2. However, USDA allows School Nutrition Programs with a neutral or positive fund balance as of June 30 of the second preceding year to claim an exemption from raising paid meal prices.
3. A majority of surrounding districts are 100% free meals due to Community Eligibility Expansion through HB 1878 and Provision 2 through HB 1238. Meal prices for paid lunch at other districts are currently similar to our student prices.
4. The Nutrition Services department is self-sustaining and recognize that raising meal prices may decrease participation of paid students.
5. We would recommend no changes in student meal pricing to keep our prices competitive with other districts that still have paid meals. We do recommend raising adult meal prices by 25 cents to cover expenses of meals for which we receive zero federal reimbursement and to meet pricing requirements from USDA. **See attached.**

SFA NAME: [TYPE SFA NAME HERE]

The prices are based on adjusting SY 2024-25 price requirement by the 2% rate increase plus the Consumer Price Index (6.03%).

SY 2025-26 Weighted Average Price Requirement	
Requirement to the nearest cent	Requirement ROUNDED DOWN to the nearest 5 cents
\$4.01	\$ 4.00

SY 2025-26 Price Raise Calculator

Step 1

If the SY 2024-25 Weighted Average Price is equal to or above the target price of \$4.01 then the SFA is compliant for SY 2025-26.

SY 2024-25 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for October 2024.

	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2024-25
1	10,356	\$ 2.95	\$ 30,550.20	
2	23,506	\$ 3.50	\$ 82,271.00	
3		\$ -	\$ -	
4		\$ -	\$ -	
5		\$ -	\$ -	
6		\$ -	\$ -	
7		\$ -	\$ -	
8		\$ -	\$ -	
9		\$ -	\$ -	
10		\$ -	\$ -	
Total	33,862		\$ 112,821.20	\$ 3.33

Step 2

Shortfall or Credit

Enter any shortfall or credit carried forward from SY 2024-25.

\$ -

Overview of the Calculations

Total Price Increase for SY 2025-26 (Based on the requirement rounded down to the nearest 5 cents)	
\$	0.67
Required Weighted Average Price for SY 2025-26 (Increase with the 10 cents cap)	
\$	3.43
Remaining Shortfall to Meet the Total Price Increase for SY 2025-26 (Based on establishing the price with the 10 cents cap)	
\$	0.57
Credit From the Total Price Increase for SY 2025-26 (Based on a greater price in SY 24-25 and/or credit from the previous year)	
\$	-

(Optional Step)

Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required weighted average price for SY 2025-26.

	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2025-26
1	10,356	\$ 3.05	\$ 31,585.80	
2	23,506	\$ 3.60	\$ 84,621.60	
3		\$ -	\$ -	
4		\$ -	\$ -	
5		\$ -	\$ -	
6		\$ -	\$ -	
7		\$ -	\$ -	
8		\$ -	\$ -	
9		\$ -	\$ -	
10		\$ -	\$ -	
Total	33,862		\$ 116,207.40	\$ 3.43

Step 3

SY 25-26 Report

To review the instructions for the SY 25-26 Price Raise Calculator:

Instructions

Attention: Users should only enter information in the cells highlighted in green. Modifications should not be made to the tool as changes can cause an incorrect new average price to be calculated which will impact future calculations.

Pricing Adult Meal Prices for Non-Pricing Programs

Values current for SY 2025-26	
Federal Reimbursement for *FREE student breakfast	\$2.94
Menu Certification	\$0.00
Value of USDA Foods thru July 2025	\$0.4500
Price your district charges for Paid students	
Minimum Adult Breakfast Price:	\$3.39

*Low Rate: \$2.46

*High Rate: \$2.94

Pricing Adult Meal Prices for

Values current for SY 2025-26	
Federal Reimbursement for *FREE student lunch	\$4.60
Menu Certification	\$0.09
Value of USDA Foods thru July 2025	\$0.4500
Price your district charges for Paid students	
Minimum Adult Lunch Price:	\$5.14

*Low Rate: \$4.60

*High Rate: \$4.62



RESOLUTION 25-09

Acceptance of the Completion of Skyline Elementary School

WHEREAS, Mead School District No. 354 received notification from ALSC Architects on August 31, 2021, that the new Skyline Elementary School Project was complete in accordance with contract specifications and documents (see attached Certificate of Substantial Completion document); and

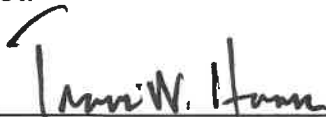
WHEREAS, the district's Director of Facilities & Planning and consultant staff visited the project and concurred on November 29, 2021.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Mead School District No. 354 does hereby certify that the work of contractor Graham Construction & Management was completed as of November 29, 2021.

ADOPTED by the Board of Directors of Mead School District No. 354, Spokane County, Washington, and authenticated by the signatures affixed below.

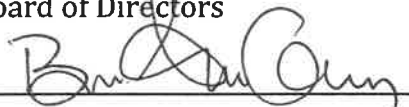
Dated this 25th day of August, 2025.

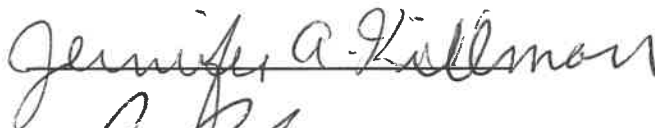
Attest:



Secretary to the Board

Mead School District No. 354
Board of Directors








AIA®

Document G704® – 2017

Certificate of Substantial Completion

PROJECT: *(name and address)*Mead School District No. 354
Mead Elementary No. 10**CONTRACT INFORMATION:**Contract For: General Construction
Date: August 19, 2019**CERTIFICATE INFORMATION:**Certificate Number: 01
Date: August 31, 2021**OWNER:** *(name and address)*Mead School District No. 354
2323 E. Farwell Road
Mead, WA 99021**ARCHITECT:** *(name and address)*ALSC Architects, P.S.
203 N. Washington, Suite 400
Spokane, WA 99201**CONTRACTOR:** *(name and address)*Graham Construction & Management
331 North Fancher Road
Spokane, WA 99212

The Work identified below has been reviewed and found, to the Architect's best knowledge, information, and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion designated below is the date established by this Certificate.

(Identify the Work, or portion thereof, that is substantially complete.)

ALSC Architects, P.S.

ARCHITECT *(Firm Name)*


SIGNATURE

Kenneth J. Murphy,
Principal

PRINTED NAME AND TITLE

August 31, 2021

DATE OF SUBSTANTIAL COMPLETION

WARRANTIES

The date of Substantial Completion of the Project or portion designated above is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

(Identify warranties that do not commence on the date of Substantial Completion, if any, and indicate their date of commencement.)

WORK TO BE COMPLETED OR CORRECTED

A list of items to be completed or corrected is attached hereto, or transmitted as agreed upon by the parties, and identified as follows:

(Identify the list of Work to be completed or corrected.)

See attached punchlist.

The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents. Unless otherwise agreed to in writing, the date of commencement of warranties for items on the attached list will be the date of issuance of the final Certificate of Payment or the date of final payment, whichever occurs first. The Contractor will complete or correct the Work on the list of items attached hereto within () days from the above date of Substantial Completion.

Cost estimate of Work to be completed or corrected: \$25,000.

The responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work, insurance, and other items identified below shall be as follows:

(Note: Owner's and Contractor's legal and insurance counsel should review insurance requirements and coverage.)

The Owner and Contractor hereby accept the responsibilities assigned to them in this Certificate of Substantial Completion:

Graham Construction &
ManagementCONTRACTOR *(Firm Name)*Mead School District
No. 354OWNER *(Firm Name)*

SIGNATURE

SIGNATURE

Trevor Graafstra,
District Manager

PRINTED NAME AND TITLE

Ned Wendle,
Executive Director

PRINTED NAME AND TITLE

Nov. 16, 2021

DATE

Nov. 29, 2021

DATE



**Board Work Session Minutes
Monday, September 8, 2025**

The Board of Directors held a Work Session on Monday, September 8, 2025. The meeting began at 6:00 pm and was held at District Office. Directors Cannon, Gray, Burchard, Nolan and Killman were present. Also attending were Superintendent Travis Hanson and Learning & Teaching Assistant Superintendent Jay Jordan.

I. Executive Session

At 6 pm President Cannon called for an Executive Session of approximately 30 minutes for the purpose of discussion with legal counsel regarding litigation and pending litigation.

At 6:40 pm President Cannon returned the meeting to open session.

II. Policy & Procedure 2020 (Course Design, Selection and Adoption of Instructional Materials) Continued Discussion

At the August 11, 2025 Work Session, Learning & Teaching Assistant Superintendent Jay Jordan presented proposed revisions to Policy & Procedure 2020. Using feedback from that meeting Dr. Jordan revised the draft documents and at this Work Session presented them to the board for further discussion. It was noted that Senate Bill 5462 includes an October 1st deadline to amend current policies and procedures governing curriculum adoption and the selection of instructional materials, followed by providing notification of the completion of said actions to OSPI within 10 days of completing the policy and procedure updates.

In response to board questions, Dr. Jordan shared that *Alternative Core Materials* come into play primarily at Mead Learning Options. Regarding *Supplemental Materials*, the selection of these materials resides with the teacher (for example, in planning for the next day a teacher may look for and utilize a supplemental source), however, principals are responsible to talk about *Supplemental Materials* with their staff. Regarding *Supplemental Materials* the need for guardrails/accountability was discussed. Director Nolan, who at the August 11th Work Session presented enhanced accountability language for consideration, suggested that language (two paragraphs) be incorporated into the procedure.

Whether or not to include a reference to RCW 28A.405.030 in the policy or, instead, include the reference in a separate policy, was discussed. This RCW requires the teaching of morality and patriotism. It states teachers have a duty to “endeavor to impress on the minds of their pupils the principles of morality, truth, justice, temperance, humanity and patriotism; to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of free government, and to train them up to the true comprehension of the rights, duty and dignity of American citizenship.” Superintendent Hanson noted, by way of caution, that what is truth for one may not be truth for another citing climate change as one example. It was the consensus of the board to not include the RCW reference in this curriculum adoption policy/procedure but, instead, consider including it in a staff expression policy.

III. Policy & Procedure 4010 Council for Learning Improvement Discussion

Noting a revision to Policy and Procedure 4010 (Learning Improvement) will be presented for board consideration at an upcoming board meeting, Learning & Teaching Assistant Superintendent Jay Jordan provided each board member with a copy of proposed revisions. The policy and procedure were adopted on January 27, 2003, with no revisions since that date. The primary change to both the policy and procedure is replacing the term *Council for Learning*

Improvement with Building Leadership Team. This change updates the policy to comply with current practice.

Discussion, that centered on *School Improvement Plans*, included the need for clear, measurable goals and accountability/a plan of action when goals are not attained. Regarding timelines, the importance of coming into the school year with a solid plan was emphasized. Using the feedback provided, Dr. Jordan will modify the policy/procedure drafts and present the updated versions for first reading consideration at the upcoming September 22, 2025 Regular Board Meeting.

IV. Data Dashboards (Growth & Achievement Data)

Continuing the *School Improvement Plan* discussion, Learning & Teaching Assistant Superintendent Jay Jordan shared the various ways the district's School Support Team, that meets weekly, supports the work of meeting goals identified in *School Improvement Plans*. This includes a mid-year review of plans in January and an end-of-year progress review in May where data is one of the things used to measure progress.

When analyzing data, Dr. Jordan noted the importance of identifying comparable (size & demographics) school districts like Spokane, Central Valley and Cheney, as well as some outlier districts like Bellevue.

To illustrate the use of data, information on the five graduation risk factors (GPA <2.0, <90% attendance, out of school suspension, failing grade in English & failing grade in Math) in middle grades was shared for all three middle schools. This same information will be shared with middle school principals so that proactive intervention steps can be initiated. In discussion regarding the significant number of students whose attendance is <90% it was noted that many middle school families plan trips during the school year before their children start high school. The board asked to see more in-depth, multi-year attendance data.

Additional discussion on the topic of data included the request for more uniformity in how information is shared to help avoid discrepancies with what OSPI reports out, the importance of proactive/early interventions, access to more "real time" information, up front identification of data that is going to be consistently used/relied upon and the various tools available to track a cohort of students. Regarding accountability, Dr. Jordan referenced the critical leadership moves/conversations that need to take place, as well as the supports that will be added, when things are not going well and a teacher is not performing as expected.

V. Policy 5281 Disciplinary Action & Discharge Discussion

Noting a revision to Policy 5281 (Disciplinary Action & Discharge) will be presented for board consideration at an upcoming board meeting, Superintendent Hanson noted district legal counsel recommends the district adopt the most current WSSDA version of this policy and, at the same time, suspend the current procedure (WSSDA no longer recommends having the procedure). The current policy was adopted on October 8, 2012 with no revisions since that date. Language in the current WSSDA version is almost entirely new when compared to the district's current policy.

VI. 2025/26 Board Goals Continued Discussion

President Cannon, in conjunction with Director Nolan, shared a draft of potential board goals for the 2025/26 school year. Four goal areas were discussed: (1) Curriculum & Technology, (2) Governance & Fiscal Stewardship, (3) District & School Culture and (4) Safety & Security. Using the feedback provided President Cannon will make revisions with final adoption/approval of 2025/26 goals scheduled to take place at the upcoming September 22, 2025 board meeting.

VII. Superintendent Update

After securing a date for a HIB board appeal, Superintendent Hanson noted the board could, like with athletic appeals, authorize a *Disciplinary Review Council* to hear HIB appeals. Membership on this council could include one or two board members.

Other topics covered included balanced calendar and the work of the district's committee on this topic. Spokane is moving to a more balanced calendar in the 26/27 school year. Research shows that only 15% of schools start after September 1st. Both the *Safety & Security Committee* and *Technology Committee* will continue meeting throughout the 2025/26 school year. In the next year or two it will be recommended that the board authorize/convene a *Facilities Planning Committee*.

Regarding communication, the district is in the process of looking for a uniform, consistent tool that can be used to communicate with parents. It is hoped this tool will also include the option for teacher to teacher communication.

On the topic of School Resource Officers, President Cannon reported that in recent conversations with Spokane County he has learned there is now the option/opportunity to add a third officer. (In the past the district wanted to add another officer but there were none available.) From his standpoint adding a third School Resource Officer makes sense. Both he and Director Gray shared they would like the district to move quickly and take advantage of this opportunity.

VIII. Adjourn

The meeting was adjourned at 9:35 pm.

President

Secretary

MEAD SCHOOL DISTRICT

Board Meeting of September 22, 2025

New Business

VI.A.

Agenda Item: Consent Agenda

Background:

The Consent Agenda contains items that are normal and customary in the operation of the school district.

Fiscal Impact:

The Consent Agenda items have no significant impact beyond the adopted budget. Expenditure or employment requests that exceed budget authorization should not appear as a consent item.

Staffing Implications:

None, other than the personnel recommendations, as presented.

Other Considerations:

None

Recommendation:

Approval of the Consent Agenda, as presented, is recommended.

Consent Agenda

Regular Board Meeting of September 22, 2025

1. Hire Certificated Personnel:

Thierry Olivier	Mead HS	Cert	.8 FTE Continuing Foods teacher effective 9/2/25
Jordan Nichols	Mountainside	Cert	1.0 FTE Continuing DLC teacher effective 9/2/25
Madison Sage	Mt. Spokane HS	Cert	1.0 FTE Continuing Biology/Science teacher effective 9/2/25
Vanessa Anderson	Special Services	Cert	1.0 FTE Continuing PT effective 9/2/25
Madison Stevens	Mead HS	Cert	1.0 FTE Continuing Math teacher effective 9/2/25
Suzanne Swenland	Shiloh Hills	Cert	.4 FTE Leave Replacement Music teacher 25/26 school year effective 9/2/25
Erin Story	Mead HS	Cert	.2 FTE Continuing Social Studies teacher effective 9/2/25 + .8 FTE Leave Replacement 1 st semester 25/26
Kim Hernandez	Mead HS	Cert	1.0 FTE Continuing Spanish teacher effective 9/2/25
Tiffany James	Mead HS	Cert	.6 FTE Leave Replacement Math teacher 25/26 school year effective 9/2/25
Emily Armstrong	Skyline	Cert	1.0 FTE Continuing 5 th grade teacher effective 9/2/25 (no longer at Farwell)
Kristine Solomon	Skyline	Cert	1.0 FTE Continuing K teacher effective 9/2/25 (no longer a TK teacher)
Vivian Davis	Learning & Teaching	Cert	1.0 FTE Non-Continuing Grant Funded ML teacher 25/26 school year (taking leave from Elem Resource Room position)
Kelsey Overhoff	Prairie View	Cert	1.0 FTE Continuing 4 th Grade teacher effective 9/2/25
Destiny Maher	Colbert	Cert	.2 FTE Non-Continuing Combo Support teacher 25/26 school year effective 9/5/25
Kathleen Smith	Mead HS	Cert	.4 FTE Leave Replacement Spanish teacher 25/26 school year effective 9/2/25
Patrick Deubel	Farwell	Cert	1.0 FTE Continuing PE teacher effective 9/2/25
Katelyn Goold	Learning & Teaching	Cert	1.0 FTE Continuing Dual Language teacher effective 9/2/25
Lori Brown	Learning & Teaching	Cert	1.0 FTE Continuing LAP teacher effective 9/2/25
Courtney Broderick	Prairie View	Cert	.4 FTE Leave Replacement 3 rd Grade teacher 25/26 school year effective 9/2/25
Mary Gonzales	Skyline	Cert	1.0 FTE Leave Replacement 4 th Grade teacher 25/26 school year effective 9/2/25
Savannah Maxwell	MLO	Cert	1.0 FTE Continuing Secondary Counselor effective 9/2/25
Serena Caryl-Smith	Shiloh Hills	Cert	1.0 FTE Leave Replacement K teacher 25/26 school year effective 9/2/25
Michele Jacobson	Special Services	Cert	.2 FTE Continuing Elementary Resource Room teacher effective 9/3/25 (in addition to .4 FTE Continuing)

Angela Thedens	Creekside	Cert	.4 FTE Non-Continuing Combo Support teacher 25/26 school year effective 9/2/25 (in addition to .5 FTE Continuing)
Sarah Crecelius	Mt. Spokane	Cert	.2 FTE Continuing Science/CTE teacher effective 9/2/25 (in addition to .8 FTE Continuing)
Holly Chase	Highland	Cert	.2 FTE Continuing Band teacher effective 9/2/25 (in addition to .8 FTE Continuing)
Chnae Glassey	Northwood	Cert	.4 FTE Leave Replacement Electives teacher 1 st semester 25/26 effective 9/2/25
Michelle Jacobson	Special Services	Cert	.2 FTE Continuing Special Ed teacher in addition to .6 FTE Continuing effective 9/15/25
Lindsey Carlson	Mountainside	Cert	.4 FTE Continuing ELA/Electives teacher in addition to .4 FTE Continuing and .2 Leave Replacement 1 st semester, effective 9/15/25
Shawn Schuler	Mountainside	Cert	.4 FTE Leave Replacement Academic Support teacher 25/26 school year (in addition to .6 FTE Continuing)
Phillip Terrell	Mt. Spokane	Cert	.2 FTE Continuing Social Studies teacher in addition to .8 FTE Continuing effective 9/2/25
Emily McKinney	Mead HS	Cert	.2 FTE Continuing Choir teacher in addition to .8 FTE Continuing effective 9/2/25
James Maurer	Mead HS	Cert	.2 FTE Leave Replacement French teacher 25/26 school year in addition to .8 FTE Continuing effective 9/2/25
Jennifer Gentry	Mead HS	Cert	.2 FTE Leave Replacement Spanish Teacher 25/26 school year in addition to .8 FTE Continuing effective 9/2/25
Amanda Hegel	Mountainside	Cert	.2 FTE Continuing Science teacher in addition to .8 FTE Continuing effective 9/2/25
Melanie Bruski	Northwood	Cert	.2 FTE Continuing ELA/Resource Room teacher in addition to .8 FTE Continuing effective 9/2/25
Heather Warren	Midway	Cert	1.0 FTE Continuing K teacher effective 9/2/25 (no longer at Evergreen)

2. Hire Classified Personnel:

Tiffany Baisch	Mt. Spokane	Class	8 hrs/day Admin Assistant effective 9/1/25
Daniel Bettis	Mead HS	Class	6.15 hrs/day Para Ed effective 8/26/25
Rachel Bucholtz	Mead HS	Class	3 hrs/day Para Ed effective 8/18/25
Dakota Butler	Custodial Services	Class	8 hrs/day Custodian effective 8/26/25
BreAnna Fiedler	MLO	Class	7.5 hrs/day Admin Assistant effective 8/25/25
Cherice Fischer	Prairie View	Class	6.25 hrs/day Para Ed effective 9/2/25
Leann Forsyth	Mead HS	Class	6.15 hrs/day Para Ed effective 9/1/25
Lori Gravos	Farwell	Class	6.25 hrs/day Para Ed effective 9/2/25
Scarlett Harper	Northwood	Class	6.53 hrs/day Para Ed effective 9/5/25
Andrea Hayes Cerenzia	Midway	Class	5.85 hrs/day Para Ed effective 8/18/25
Jonathan Jordan	Northwood	Class	6.38 hrs/day Para Ed effective 9/8/25
Shaniah Kincaid	Creekside	Class	5.2 hrs/day Para Ed effective 9/1/25
Joseph Lachnit Jr	Transportation	Class	4.41 hrs/day Bus Driver effective 9/1/25
Stacy Levine	Mead HS	Class	6.15 hrs/day Para Ed effective 9/1/25

Randi Lyman	Highland	Class	3 hrs/day Para Ed effective 9/2/25
Lacie Magers	Special Services/Creekside	Class	7 hrs/day Behavior Tech effective 9/2/25
Ed Magill	Highland	Class	6.5 hrs/day Para Ed effective 9/2/25
Michelle Mielke	Mt. Spokane	Class	6.5 hrs/day Cook Asst Mgr effective 8/27/25
Rachelle Pearson	Mt. Spokane	Class	7 hrs/day Para Ed effective 9/5/25
Lyubov Perederey	Farwell	Class	6.25 hrs/day Para Ed effective 9/1/25
Sherilyn Redmon	Mead HS	Class	6.15 hrs/day Para Ed effective 9/1/25
Rose Marie Tait	Prairie View	Class	6.25 hrs/day Para Ed effective 8/28/25
Kara Wooten	Midway	Class	5.6 hrs/day Para Ed effective 9/2/25

3. Hire Certificated Substitutes:

Stacy Erickson	Jennifer Sibbett	Heidi Simmons	Stephanie Andress
Amanda Bouvier	Lacey Phelan	Kelly McCann	John Gallagher
Rebekah Smith	William Bower	Angela Kessel	Autumn Englehardt
Julia Cook	Nicole Baxter	Brenda Marquez	Megan Smith

4. Hire Certificated Substitutes:

Nicole Myers	Sydney Thorne	Scott Flinders	Isabella Roberts
Amanda McCroskey	Nicholas Ritter	Lauren Hunter	Madilynn Hasselblad
Bobbi Critterden	Coleen Hintzke	Michelle Terrell	Jayden Matthews
Annika Johnson			

5. Approve AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust and ASB, as attached.

6. Approve Co-Curricular, Supplemental & Extra-Curricular Contracts (attached).

7. Accepted the Following Donation:

- \$1,500 from NUCA of Eastern WA & North Idaho to Mead HS Cheer
- \$3,008.24 from Mt. Spokane Athletic Boosters to Mt. Spokane Football for new bags
- \$4917.66 from Mt. Spokane Athletic Boosters to Mt. Spokane Cheerleaders for new mats
- \$750 from Catholic Charities of Spokane to Mead HS Dance Team

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

Melissa Hoang	Evergreen	Class	3.5 hrs Thursday only 10/2/25 - 12/11/25 (updated from 8/25/25 Consent Agenda)
Prisca Shin	Shiloh Hills	Class	9/22/25 - 6/17/26
Vanessa Anderson	Special Services	Cert	12/6-13/25
Erin Halverson	Colbert	Class	10/26-24/25 & 11/3-7/25
Josh Lucas	Mt. Spokane	Class	9/12-19/25
Fatima Zukic	Shiloh Hills	Class	10/9-20/25
Danielle Brown	Special Services	Cert	9/2/25 - 11/24/25
Hannah Flager	Brentwood	Cert	9/9/25 - 11/30/25
Sarah Mortier	Shiloh Hills	Cert	9/29/25 - 1/4/26

9. Approve Employee Termination:

Michael Anderson	Transportation	Class	Effective 9/22/25 (Bus Driver)
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10. Accept the Following Resignations/Retirements:

Jordan Baird	Mead HS	Class	Resignation effective 8/31/25 (DLC Para Ed)
Courtney Broderick	Prairie View	Class	Resignation effective 8/31/25 (Para Ed)
Keely Eschenbacher	Colbert	Class	Resignation effective 8/31/25 (Para Ed)

Jennifer Harmon	Prairie View	Class	Resignation effective 8/31/25 (DLC Para Ed)
Michelyn Phelps	Highland	Class	Resignation effective 8/31/25 (Para Ed)
Mikaylee Roberts	Shiloh Hills	Class	Resignation effective 10/17/25 (SOAR Director - grant non-renewal)
Alyssa St. Clair	MLO	Cert	Resignation effective 8/31/25 (Counselor)
Jordyn Strobel	Mountainside	Class	Resignation effective 8/31/25 (Para Ed)

Mead School District No. 354

Spokane County, Mead, Washington

Affidavit covering payment of payroll and invoices for General Fund,
Capital Projects Fund, Associated Student Body Fund, and Transportation Vehicle Fund
9/22/2025

THIS IS TO CERTIFY under penalty of perjury that the undersigned has examined the attached vouchers and payroll of Mead School District No. 354, Spokane, Washington, and that each of the invoices and vouchers were duly certified and have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law, and that the extensions and additions of said invoices and vouchers have been checked by the Business Office of the District and were found to be correct.

Heather Ellingson, Auditing Officer

THIS IS TO CERTIFY that the warrants of the Mead School District No. 354, Spokane County, Washington, as listed below, have been allowed by the School Board of this District.

Fund Name	Vouchers (Inclusive)	Warrants (Inclusive)	Amount
General Fund:			
8/29/2025	1281	123354-123386	\$248,385.96
8/29/2025	1282	ACH	\$445.72
9/5/2025	1286	123455-123521	\$343,025.47
9/5/2025	1287	ACH	\$1,294.10
9/5/2025	1000	123537-123563	\$3,663,560.48
9/12/2025	1290	123572-123639	\$710,501.00
9/12/2025	1291	ACH	\$1,004.20
9/12/2025	1002	123654-123687	\$177,622.48
9/12/2025	1003	ACH	\$25.00
9/11/2025	1297	ACH - USE TAX	\$686.94
9/19/2025	1298	123711-123742	\$183,047.94
9/19/2025	1299	ACH	\$50.68
9/19/2025	1005	123751-123827	\$508,419.46
9/19/2025	1006	ACH	\$581.26
		TOTAL/General Fund:	\$5,838,650.69
Payroll:			
8/29/2025	35	123413-123435	\$42,327.44
8/29/2025	1277	ACH	\$5,841,212.23
8/29/2025	1278	ACH	\$3,543,759.93
8/29/2025	1280	123436-123454	\$2,103,900.76
9/16/2025	1295	ACH	\$22,493.71
9/16/2025	1296	ACH	\$5,218.40
9/16/2025	37	123704-123709	\$3,173.82
		TOTAL/General Fund:	\$11,562,086.29
Capital Projects:			
8/25/2025	1275	123353	\$455,473.42
8/29/2025	1283	123387-123388	\$57,838.40
9/5/2025	1288	123522	\$5,711.53
9/12/2025	1292	123640	\$39,536.39
9/19/2025	1300	123743	\$272,775.54
		TOTAL/Capital Projects:	\$375,861.86
Assoc. Student Body:			
8/29/2025	1284	123389-123412	\$89,796.36
8/29/2025	1285	ACH	\$305.00
9/5/2025	1289	123523-123536	\$25,573.42
9/5/2025	1001	123564-123570	\$21,610.00
9/12/2025	1293	123641-123653	\$11,051.50
9/12/2025	1004	123688-123703	\$36,445.56
9/11/2025	1297	ACH - USE TAX	\$304.27
9/19/2025	1301	123744-123750	\$10,595.91
9/19/2025	1302	ACH	\$152.94
9/19/2025	1007	123828-123839	\$22,071.11
9/19/2025	1008	ACH	\$55.00
		TOTAL/ASB Fund:	\$217,961.07

Transportation Vehicle Fund:

TOTAL/Transportation Fund:

\$0.00

TOTAL ALL FUNDS

\$17,994,559.91

Secretary _____

Board Signature _____

Board Signature _____

Board Signature _____

Board Signature _____

Board Signature _____

GENERAL FUND

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1281

Starting Check Number: 123354

Check #	Date	Payee	Amount
123354	08/29/2025	AMAZON	\$1,742.02
123355	08/29/2025	AMERICAN ON SITE SERVICES	\$1,182.56
123356	08/29/2025	AUTOMATED LOGIC CONTRACTING SERVICES	\$11,009.79
123357	08/29/2025	CLAY ART CENTER	\$3,908.46
123358	08/29/2025	CUSTOM STRINGS	\$819.20
123359	08/29/2025	GOLD STAR FOODS INC	\$6,308.64
123360	08/29/2025	GUARDIAN OCCUPATIONAL HEALTH	\$400.00
123361	08/29/2025	HOFFMAN MUSIC CO	\$462.15
123362	08/29/2025	INSIGHT DISTRIBUTING COMPANY	\$6,525.99
123363	08/29/2025	INW DYSLEXIA ALLIANCE	\$900.00
123364	08/29/2025	JOSTENS	\$38.94
123365	08/29/2025	KCDA	\$4,655.39
123366	08/29/2025	LANGUAGE LINE SERVICES INC	\$24.99
123367	08/29/2025	LES SCHWAB TIRE	\$387.59
123368	08/29/2025	MULICK, PATRICK	\$8,800.00
123369	08/29/2025	MYSTERY SCIENCE INC	\$1,695.00
123370	08/29/2025	PETROCARD SYSTEMS INC	\$1,000.17
123371	08/29/2025	RAINBOW RESOURCES	\$10,090.61
123372	08/29/2025	RWC INTERNATIONAL	\$1,575.95
123373	08/29/2025	SHIFFLER EQUIPMENT SALES INC	\$127.53
123374	08/29/2025	SNEED, MATT	\$50.00
123375	08/29/2025	SPOKANE INTERNATIONAL TRANSLATION	\$200.00
123376	08/29/2025	SPOKANE PUBLIC SCHOOLS	\$1,002.12
123377	08/29/2025	SPOKESMAN REVIEW.	\$142.22
123378	08/29/2025	STAPLES ADVANTAGE	\$48.67
123379	08/29/2025	STEVE WEISS MUSIC CO	\$1,109.95
123380	08/29/2025	STEVENS, CLAY PS	\$126,729.67
123381	08/29/2025	Trammell, Raymond	\$75.00
123382	08/29/2025	US FOODS INC	\$4,057.50
123383	08/29/2025	VERITIV OPERATING CO	\$40,293.63
123384	08/29/2025	WALTER E NELSON CO	\$5,066.57
123385	08/29/2025	WASA	\$159.77
123386	08/29/2025	WCP SOLUTIONS	\$7,795.88
Total Amount:			\$248,385.96

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1282

08/29/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Finley, Eric andrew				
		1.0.530.9900.52.5370.09.36.000.0000	LICENSES & PERMITS	\$122.00
Maglio, Mary Margaret			Vendor Total:	\$122.00
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$189.10
MURRAY, Theodore Charles			Vendor Total:	\$189.10
		1.0.530.9900.52.5370.09.36.000.0000	LICENSES & PERMITS	\$56.00
			Vendor Total:	\$56.00
		1.0.530.9900.52.5190.09.36.000.0000	UNIFORM REPLACEMENT	\$78.62
			Vendor Total:	\$78.62
			Grand Total:	\$445.72

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1286

Starting Check Number: 123455

Check #	Date	Payee	Amount
123455	08/31/2025	ACE HARDWARE	\$56.82
123456	08/31/2025	ACTION DRAIN & ROOTER SERVICE	\$225.42
123457	08/31/2025	AMAZON	\$4,556.89
123458	08/31/2025	APPLE COMPUTER INC	\$372.46
123459	08/31/2025	ARROW CONCRETE AND ASPHALT SPECIALTIES	\$48,137.96
123460	08/31/2025	AUTOMATED LOGIC CONTRACTING SERVICES	\$914.76
123461	08/31/2025	AVISTA UTILITIES	\$101,182.67
123462	08/31/2025	BSN SPORTS	\$33,099.55
123463	08/31/2025	CAIN, RAELENN	\$45.00
123464	08/31/2025	CARRIER CORPORATION	\$902.24
123465	08/31/2025	CITY GLASS	\$163.65
123466	08/31/2025	CITY OF SPOKANE - UTILITIES DIVISION	\$23,991.32
123467	08/31/2025	CLEARWATER MUSIC	\$1,018.22
123468	08/31/2025	ESD 113	\$1,550.00
123469	08/31/2025	EVCO SOUND & ELECTRONICS	\$852.69
123470	08/31/2025	EVERGREEN STATE TOWING LLC	\$378.58
123471	08/31/2025	FIRST CHOICE SERVICES	\$29.81
123472	08/31/2025	FISHER'S TECHNOLOGY	\$834.72
123473	08/31/2025	FIVE STAR CONCRETE INC	\$2,069.10
123474	08/31/2025	FLOYD, STACIE	\$75.00
123475	08/31/2025	FOLLETT CONTENT SOLUTIONS LLC	\$1,790.35
123476	08/31/2025	GONZAGA UNIVERSITY	\$25,578.19
123477	08/31/2025	GRAYBAR ELECTRIC CO INC	\$698.54
123478	08/31/2025	GREATAMERICA FINANCIAL SERVICES	\$740.79
123479	08/31/2025	GUARDIAN OCCUPATIONAL HEALTH	\$100.00
123480	08/31/2025	HD SUPPLY	\$236.73
123481	08/31/2025	HOME DEPOT CREDIT SERVICES	\$1,024.74
123482	08/31/2025	HORIZON AUTOMATIC RAIN COMPANY DBA	\$2,804.93
123483	08/31/2025	INSIGHT DISTRIBUTING COMPANY	\$2,938.83
123484	08/31/2025	JOHNSTONE SUPPLY	\$2,437.87
123485	08/31/2025	JW PEPPER	\$15.22
123486	08/31/2025	KCDA	\$5,980.90
123487	08/31/2025	LAKESHORE LEARNING MATERIALS	\$292.30
123488	08/31/2025	LOGIC OF ENGLISH INC	\$56.81
123489	08/31/2025	M & L SUPPLY	\$7,634.30
123490	08/31/2025	MCGUIRE BEARING CO	\$240.81
123491	08/31/2025	MICROK12	\$4,053.25
123492	08/31/2025	MOBIUS SPOKANE	\$600.00

9/5/2025

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1286

Starting Check Number: 123455

Check #	Date	Payee	Amount
123493	08/31/2025	NAPA AUTO PARTS	\$994.07
123494	08/31/2025	NATIONAL COLOR GRAPHICS, INC	\$338.21
123495	08/31/2025	NORTH 40 OUTFITTERS	\$181.34
123496	08/31/2025	NWAP INC	\$20,859.80
123497	08/31/2025	OXARC	\$189.92
123498	08/31/2025	RAINBOW RESOURCES	\$1,784.07
123499	08/31/2025	REFLECTIVE IMAGE MANUFACTURING CORP	\$1,760.00
123500	08/31/2025	RESOURCE SYNERGY LLC	\$5,484.73
123501	08/31/2025	RWC INTERNATIONAL	\$352.84
123502	08/31/2025	SAFETY-KLEEN	\$282.05
123503	08/31/2025	SHERWIN WILLIAMS	\$21.86
123504	08/31/2025	SITEONE LANDSCAPE SUPPLY LLC	\$1,098.07
123505	08/31/2025	SMITH, REBEKAH	\$35.00
123506	08/31/2025	SPOKANE CO WATER DIST 3	\$3,851.77
123507	08/31/2025	SPOKANE TESTING SOLUTIONS	\$120.00
123508	08/31/2025	STAPLES ADVANTAGE	\$939.59
123509	08/31/2025	STAPLES INC	\$5,314.74
123510	08/31/2025	STONEWAY ELECTRIC	\$1,549.35
123511	08/31/2025	SUN RENTAL	\$237.18
123512	08/31/2025	TEACHER CREATED MATERIALS	\$130.69
123513	08/31/2025	TITAN TRUCK	\$9,519.92
123514	08/31/2025	TOMEIO, FAWN	\$100.00
123515	08/31/2025	VARNELL, NICOLE	\$65.00
123516	08/31/2025	VOYAGER SOPRIS LEARNING	\$2,860.58
123517	08/31/2025	WA ST FIRST AID	\$1,900.00
123518	08/31/2025	WCP SOLUTIONS	\$2,086.37
123519	08/31/2025	WESTERN EQUIPMENT	\$963.14
123520	08/31/2025	WESTERN STATES EQUIPMENT	\$1,586.56
123521	08/31/2025	WURTH USA INC	\$737.20
Total Amount:			\$343,025.47

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1287

08/31/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Elmore, Brandee R		1.0.530.9900.52.5190.09.36.000.0000	UNIFORM REPLACEMENT	\$87.08
Placzek, Robin V			Vendor Total:	\$87.08
Schuerman, Rachel Jo		1.0.530.6400.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$348.00
			Vendor Total:	\$348.00
Scott, Carla J		1.0.530.5200.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$367.26
			Vendor Total:	\$367.26
Swanby, Michele N		1.0.530.9700.13.8581.01.03.000.0000	TRAVEL-IN DISTRICT	\$24.36
			Vendor Total:	\$24.36
Van Cleef, Joshua Michael		1.0.530.9900.52.5370.09.36.000.0000	LICENSES & PERMITS	\$136.00
			Vendor Total:	\$136.00
		1.0.530.5200.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$331.40
			Vendor Total:	\$331.40
			Grand Total:	\$1,294.10

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1000

Starting Check Number: 123537

Check #	Date	Payee	Amount
123537	09/05/2025	APPY THERAPY LLC	\$2,790.00
123538	09/05/2025	BORDERLAN CYBERSECURITY	\$29,106.35
123539	09/05/2025	BRIGHTLY	\$26,297.88
123540	09/05/2025	DENISON ALGEBRA	\$1,050.00
123541	09/05/2025	EVERYDAY SPEECH LLC	\$17,641.50
123542	09/05/2025	FINALFORMS	\$16,429.50
123543	09/05/2025	FISHER'S TECHNOLOGY	\$8,404.09
123544	09/05/2025	HALL PASS ID	\$7,463.00
123545	09/05/2025	HUB INTERNATIONAL NORTHWEST LLC	\$30,000.00
123546	09/05/2025	INTEGRATED REGISTER SYSTEMS INC	\$12,778.33
123547	09/05/2025	JAMF SOFTWARE LLC	\$46,573.91
123548	09/05/2025	LINC FOODS	\$1,119.30
123549	09/05/2025	OTIS ELEVATOR	\$30,430.66
123550	09/05/2025	PAGEFREEZER SOFTWARE INC	\$3,612.48
123551	09/05/2025	PBISAPPS	\$1,900.00
123552	09/05/2025	PHILADELPHIA INSURANCE COMPANIES	\$451.00
123553	09/05/2025	POWERSCHOOL GROUP LLC	\$195,074.18
123554	09/05/2025	PROJECT LEAD THE WAY INC	\$13,650.00
123555	09/05/2025	READ NATURALLY	\$7,187.40
123556	09/05/2025	RED ROVER TECHNOLOGIES LLC	\$54,125.28
123557	09/05/2025	SCHOOLS INSURANCE ASSOC OF WA	\$3,142,344.62
123558	09/05/2025	SIRS/SCHOOL INFO & RESEARCH	\$1,656.00
123559	09/05/2025	SPOKANE REGIONAL HEALTH DISTRICT	\$4,800.00
123560	09/05/2025	TINYMOBILEROBOTS US LLC	\$1,990.00
123561	09/05/2025	WASBO	\$675.00
123562	09/05/2025	WIAA	\$5,910.00
123563	09/05/2025	WSPRA	\$100.00
Total Amount:			\$3,663,560.48

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1290

Starting Check Number: 123572

Check #	Date	Payee	Amount
123572	08/31/2025	A-L COMPRESSED GASES	\$117.00
123573	08/31/2025	A2Z INTERPRETING, LLC	\$202.50
123574	08/31/2025	AMAZON	\$1,257.06
123575	08/31/2025	AMERICAN ON SITE SERVICES	\$1,875.00
123576	08/31/2025	Anderson, Vanessa Colette	\$100.00
123577	08/31/2025	APPLE COMPUTER INC	\$3,587.17
123578	08/31/2025	Brooks, Scott	\$50.00
123579	08/31/2025	CAMTEK	\$2,507.78
123580	08/31/2025	CANON USA INC	\$318.21
123581	08/31/2025	COSCO FIRE PROTECTION, INC	\$715.70
123582	08/31/2025	CUSTOM STRINGS	\$472.63
123583	08/31/2025	EDNETICS INC	\$360,948.52
123584	08/31/2025	EMPLOYMENT SECURITY DEPART	\$35.74
123585	08/31/2025	EQUIFAX WORKFORCE SOLUTIONS LLC	\$524.12
123586	08/31/2025	FIRST CHOICE SERVICES	\$115.71
123587	08/31/2025	FISHER'S TECHNOLOGY	\$904.45
123588	08/31/2025	GRAYBAR ELECTRIC CO INC	\$698.82
123589	08/31/2025	HD SUPPLY	\$16,114.49
123590	08/31/2025	HOFFMAN MUSIC CO	\$2,432.25
123591	08/31/2025	HOME DEPOT CREDIT SERVICES	\$70.42
123592	08/31/2025	INLAND POWER & LIGHT CO	\$9,349.51
123593	08/31/2025	INTEGRATED REGISTER SYSTEMS INC	\$19,754.46
123594	08/31/2025	INTERSTATE ALL BATTERY CENTER	\$145.71
123595	08/31/2025	JOHNSON, HOLLY	\$61.53
123596	08/31/2025	JOSTENS	\$94.14
123597	08/31/2025	JW PEPPER	\$270.35
123598	08/31/2025	KCDA	\$3,275.11
123599	08/31/2025	KENWORTH SALES SPOKANE	\$1,424.41
123600	08/31/2025	KING SOFT WATER CO	\$1,264.56
123601	08/31/2025	KYRON EHS	\$1,100.00
123602	08/31/2025	M & L SUPPLY	\$81.93
123603	08/31/2025	MICROK12	\$4,297.19
123604	08/31/2025	NAPA AUTO PARTS	\$67.59
123605	08/31/2025	NORTH 40 OUTFITTERS	\$196.92
123606	08/31/2025	O'REILLY AUTO PARTS	\$117.57
123607	08/31/2025	OLSON, RENEE	\$201.60
123608	08/31/2025	OTIS ELEVATOR	\$964.59
123609	08/31/2025	OXARC	\$10.04

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1290

Starting Check Number: 123572

Check #	Date	Payee	Amount
123610	08/31/2025	PAINT CRAFTERS PLUS	\$2,810.60
123611	08/31/2025	PAPE MACHINERY	\$70,822.85
123612	08/31/2025	PETROCARD SYSTEMS INC	\$8,463.61
123613	08/31/2025	PLANET TURF/JCC LTD	\$6,980.49
123614	08/31/2025	PPC SOLUTIONS, INC	\$993.75
123615	08/31/2025	RC WORST & COMPANY INC	\$6,785.63
123616	08/31/2025	REFRIGERATION SUPPLIES DIST	\$246.77
123617	08/31/2025	RIDDELL	\$16,693.03
123618	08/31/2025	RWC INTERNATIONAL	\$727.66
123619	08/31/2025	SAFEGUARD BUSINESS SYSTEMS	\$134.88
123620	08/31/2025	SCHOLASTIC INC-	\$166.02
123621	08/31/2025	SCHOOLS INSURANCE ASSOC OF WA	\$2,500.00
123622	08/31/2025	SITEONE LANDSCAPE SUPPLY LLC	\$22.45
123623	08/31/2025	SOLUTION TREE	\$863.33
123624	08/31/2025	SPOKANE CO SOLID WASTE	\$254.98
123625	08/31/2025	SPOKANE OVERHEAD DOOR LLC	\$719.92
123626	08/31/2025	STUDIES WEEKLY	\$1,266.73
123627	08/31/2025	SUNSHINE DISPOSAL & RECYCLING	\$3,630.74
123628	08/31/2025	T-MOBILE	\$3,454.60
123629	08/31/2025	TERRY'S DAIRY INC	\$5,536.84
123630	08/31/2025	UNITED DATA SECURITY INC	\$169.93
123631	08/31/2025	US FOODS INC	\$43,559.42
123632	08/31/2025	US LINEN & UNIFORM INC	\$3,680.80
123633	08/31/2025	VENTRIS LEARNING LLC	\$250.47
123634	08/31/2025	WASTE MANAGEMENT OF SPOKANE	\$20,629.94
123635	08/31/2025	WESTERN EQUIPMENT	\$387.89
123636	08/31/2025	WESTERN STATES EQUIPMENT	\$6,643.42
123637	08/31/2025	WHITWORTH WATER DIST 2	\$65,237.69
123638	08/31/2025	WURTH USA INC	\$21.78
123639	08/31/2025	YMCA	\$1,120.00
Total Amount:			\$710,501.00

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1291

08/31/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Bower, Shelly Ann				
		1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	\$40.32
Gill, John			Vendor Total:	\$40.32
		1.0.530.9700.72.8581.01.32.000.0000	TRAVEL-IN DISTRICT	\$386.61
Osborne, Chrisandra			Vendor Total:	\$386.61
		1.0.530.2100.26.7810.01.09.000.0000	MEMBERSHIPS	\$477.27
Turner, Wayne			Vendor Total:	\$477.27
		1.0.530.9900.52.5190.09.36.000.0000	UNIFORM REPLACEMENT	\$100.00
			Vendor Total:	\$100.00
			Grand Total:	\$1,004.20

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1002

Starting Check Number: 123654

Check #	Date	Payee	Amount
123654	09/12/2025	ACE HARDWARE	\$13.98
123655	09/12/2025	AMAZON	\$6,872.93
123656	09/12/2025	APPLE COMPUTER INC	\$96.92
123657	09/12/2025	BARGREEN ELLINGSON INC	\$291.21
123658	09/12/2025	BSN SPORTS	\$1,102.86
123659	09/12/2025	CEREBELLUM CORPORATION	\$82.66
123660	09/12/2025	CURALINC, LLC	\$5,292.00
123661	09/12/2025	DUNN, JANNA	\$33.00
123662	09/12/2025	EDUCATION FRAMEWORK INC	\$26,505.60
123663	09/12/2025	ESD 113	\$700.00
123664	09/12/2025	FIRST CHOICE SERVICES	\$34.85
123665	09/12/2025	HEALTHINVEST HRA	\$600.00
123666	09/12/2025	HOFFMAN MUSIC CO	\$1,569.29
123667	09/12/2025	KCDA	\$2,630.20
123668	09/12/2025	LILAC CITY BEHAVIORAL SERVICES PLLC	\$49,999.99
123669	09/12/2025	LOYOLA, TERESA	\$20.00
123670	09/12/2025	MCSHANE, STACEY	\$200.00
123671	09/12/2025	MICROK12	\$516.19
123672	09/12/2025	MINER, GWEN	\$45.00
123673	09/12/2025	NATIONAL BARRICADE & SIGN CO	\$82.76
123674	09/12/2025	NORTHWEST TEXTBOOK DEPOSITORY	\$1,501.52
123675	09/12/2025	PBISAPPS	\$1,475.00
123676	09/12/2025	POSTMASTER .	\$5,000.00
123677	09/12/2025	PROJECT LEAD THE WAY INC	\$10,976.23
123678	09/12/2025	SCHOOLS INSURANCE ASSOC OF WA	\$12,595.64
123679	09/12/2025	SPOKANE CO SEWER BILLING	\$4,600.09
123680	09/12/2025	SPOKANE FALLS MUSIC ED ASSOC	\$950.00
123681	09/12/2025	SPOKANE REGIONAL HEALTH DISTRICT	\$19,050.00
123682	09/12/2025	WALTER E NELSON CO	\$1,241.02
123683	09/12/2025	WASBO	\$745.00
123684	09/12/2025	WCP SOLUTIONS	\$3,677.44
123685	09/12/2025	WESTERN STATES EQUIPMENT	\$872.10
123686	09/12/2025	WIAA	\$6,385.00
123687	09/12/2025	ZAYO ENTERPRISE NETWORKS	\$11,864.00
Total Amount:			\$177,622.48

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1003

09/12/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
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Gracyalhy, Amy Marie

1.1.960.9700.26.0000.07.34.000.0000	DIST SUPPORT SERVICES	\$25.00
	Vendor Total:	\$25.00
	Grand Total:	\$25.00

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1298

Starting Check Number: 123711

Check #	Date	Payee	Amount
123711	08/31/2025	A-L COMPRESSED GASES	\$61.46
123712	08/31/2025	AMAZON	\$1,339.15
123713	08/31/2025	AMERIGAS PROPANE LP	\$105.01
123714	08/31/2025	COMPUNET INC	\$4,708.65
123715	08/31/2025	CUSTOM STRINGS	\$583.16
123716	08/31/2025	DEPT OF LICENSING	\$8.52
123717	08/31/2025	FIVE STAR CONCRETE INC	\$10,787.91
123718	08/31/2025	FLUID APPLIED ROOFING	\$54,978.58
123719	08/31/2025	FRANZ FAMILY BAKERIES	\$1,343.53
123720	08/31/2025	GRADUATION ALLIANCE	\$15,877.72
123721	08/31/2025	GREATER SPOKANE INC	\$6,741.00
123722	08/31/2025	HALL PASS ID	\$894.61
123723	08/31/2025	HOPSKIPDRIVE INC	\$232.31
123724	08/31/2025	JW PEPPER	\$37.84
123725	08/31/2025	KCDA	\$312.81
123726	08/31/2025	LANGUAGE LINE SERVICES INC	\$6.17
123727	08/31/2025	LES SCHWAB TIRE	\$130.67
123728	08/31/2025	MEAD REVOLVING FUND	\$329.50
123729	08/31/2025	MOMENTUM INC	\$2,004.20
123730	08/31/2025	MOTION AUTO SUPPLY	\$1,089.65
123731	08/31/2025	NAPA AUTO PARTS	\$151.06
123732	08/31/2025	NORTH 40 OUTFITTERS	\$81.52
123733	08/31/2025	OXARC	\$122.22
123734	08/31/2025	PPC SOLUTIONS, INC	\$3,261.26
123735	08/31/2025	PROJECT LEAD THE WAY INC	\$3,920.94
123736	08/31/2025	PROVIDENCE HEALTH & SERVICES WA	\$125.00
123737	08/31/2025	RAINBOW RESOURCES	\$4,482.68
123738	08/31/2025	RWC INTERNATIONAL	\$331.06
123739	08/31/2025	SPOKANE TESTING SOLUTIONS	\$834.95
123740	08/31/2025	SUN RENTAL	\$119.79
123741	08/31/2025	THINKAUM	\$239.00
123742	08/31/2025	WENDLE @ THE Y	\$67,806.01
Total Amount:			\$183,047.94

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1299

08/31/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Brett, Jennifer J		1.0.530.9700.61.8581.07.34.000.0000	TRAVEL-IN DISTRICT	\$30.80
			Vendor Total:	\$30.80
Masiarek, Lindsey Johanna		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$19.88
			Vendor Total:	\$19.88
			Grand Total:	\$50.68

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1005

Starting Check Number: 123751

Check #	Date	Payee	Amount
123751	09/19/2025	ACE HARDWARE	\$106.87
123752	09/19/2025	AMAZON	\$2,663.51
123753	09/19/2025	APPLE COMPUTER INC	\$716.56
123754	09/19/2025	AVANT ASSESSMENT LLC	\$20.00
123755	09/19/2025	AWSP	\$29,512.00
123756	09/19/2025	BARGREEN ELLINGSON INC	\$44.88
123757	09/19/2025	BROCKS ACADEMY LLC	\$11,531.25
123758	09/19/2025	CERTIFIED LABORATORIES	\$491.63
123759	09/19/2025	COBALT TRUCK EQUIPMENT	\$17,876.04
123760	09/19/2025	CONCESSIONS SUPPLY	\$802.56
123761	09/19/2025	CROTHERS, CALLYANN	\$33.00
123762	09/19/2025	CURRICULUM ASSOCIATES INC	\$4,284.38
123763	09/19/2025	CUTLER, DAN J	\$500.00
123764	09/19/2025	DONAGHY, LINDA	\$33.00
123765	09/19/2025	EVANS, PETRA	\$45.00
123766	09/19/2025	EVERWAY LLC	\$25,451.73
123767	09/19/2025	EVERYDAY SPEECH LLC	\$2,268.54
123768	09/19/2025	FASTSPRING	\$6,929.85
123769	09/19/2025	FIELDTURF USA, INC	\$1,301.36
123770	09/19/2025	FISHER'S TECHNOLOGY	\$738.26
123771	09/19/2025	FREEMAN, JERUSHA	\$287.10
123772	09/19/2025	GOODIN, LLOYD	\$30.00
123773	09/19/2025	GRADUATION ALLIANCE	\$2,655.12
123774	09/19/2025	GRAYBAR ELECTRIC CO INC	\$407.72
123775	09/19/2025	GUARDIAN OCCUPATIONAL HEALTH	\$400.00
123776	09/19/2025	HAPPY NUMBERS INC	\$3,500.00
123777	09/19/2025	HD SUPPLY	\$144.05
123778	09/19/2025	HEGGERTY PHONEMIC AWARENESS	\$364.59
123779	09/19/2025	HOFFMAN MUSIC CO	\$1,147.07
123780	09/19/2025	HOME DEPOT CREDIT SERVICES	\$751.37
123781	09/19/2025	HORIZON AUTOMATIC RAIN COMPANY DBA	\$74.45
123782	09/19/2025	INSIGHT DISTRIBUTING COMPANY	\$1,946.95
123783	09/19/2025	IXL SUBSCRIPTIONS DEPARTMENT	\$1,668.75
123784	09/19/2025	JOHNSTONE SUPPLY	\$2,359.90
123785	09/19/2025	JTM PROVISIONS CO INC	\$10,689.00
123786	09/19/2025	JW PEPPER	\$898.00
123787	09/19/2025	KCDA	\$2,130.95
123788	09/19/2025	LUDIKER MUSIC	\$557.05

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1005

Starting Check Number: 123751

Check #	Date	Payee	Amount
123789	09/19/2025	MAINTENANCE SOLUTIONS INC	\$687.65
123790	09/19/2025	NAPA AUTO PARTS	\$119.72
123791	09/19/2025	NCS PEARSON INC	\$633.10
123792	09/19/2025	NICHOLS, KIMBERLY	\$45.00
123793	09/19/2025	NORTH 40 OUTFITTERS	\$355.61
123794	09/19/2025	NORTHWEST LAUNDRY SUPPLY INC	\$15,704.77
123795	09/19/2025	NORTHWEST TEXTBOOK DEPOSITORY	\$200,033.61
123796	09/19/2025	OETC	\$4,225.32
123797	09/19/2025	OTIS ELEVATOR	\$7,552.94
123798	09/19/2025	PAR INC	\$4,883.73
123799	09/19/2025	PBISAPPS	\$1,718.77
123800	09/19/2025	PLANET TURF/JCC LTD	\$5,463.52
123801	09/19/2025	POSTMASTER	\$370.00
123802	09/19/2025	POWERSCHOOL GROUP LLC	\$29,599.81
123803	09/19/2025	PRICE, MIRIAM	\$50.00
123804	09/19/2025	PRIETO, ABIGAIL	\$50.00
123805	09/19/2025	PROJECT LEAD THE WAY INC	\$7,587.80
123806	09/19/2025	PURE FILTRATION PRODUCTS INC	\$13,002.43
123807	09/19/2025	ROGERS, SARA	\$35.00
123808	09/19/2025	ROMAINE ELECTRIC CORP	\$102.15
123809	09/19/2025	RWC INTERNATIONAL	\$4,154.17
123810	09/19/2025	SAMACO SUPPLY	\$778.00
123811	09/19/2025	SCENARIO LEARNING LLC	\$1,215.51
123812	09/19/2025	SFMEA	\$1,125.00
123813	09/19/2025	SHERWIN WILLIAMS	\$1,022.45
123814	09/19/2025	SIMPLE SOLUTIONS LEARNING INC	\$1,100.00
123815	09/19/2025	SPOKANE CO TREASURER	\$28,285.40
123816	09/19/2025	STARPLEX CORPORATION	\$944.00
123817	09/19/2025	STONEWAY ELECTRIC	\$1,806.55
123818	09/19/2025	TDS TELECOM SERVICE LLC	\$449.00
123819	09/19/2025	VIP PRODUCTION NW INC	\$1,338.53
123820	09/19/2025	VOYAGER SOPRIS LEARNING	\$715.15
123821	09/19/2025	WCP SOLUTIONS	\$31,624.73
123822	09/19/2025	WELLS, BETTY	\$33.00
123823	09/19/2025	WHITESTONE MOUNTAIN ORCHARD INC	\$4,050.00
123824	09/19/2025	WILLIAMS, TERRI	\$40.00
123825	09/19/2025	WSPA	\$1,500.00
123826	09/19/2025	WURTH USA INC	\$632.60

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1005

Starting Check Number: 123751

Check #	Date	Payee	Amount
123827	09/19/2025	ZOO-PHONICS INC	\$21.95
Total Amount:			\$508,419.46

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1006

09/19/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Breitenbach, Karen T				
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$5.53
Broussard, Faythe Noel			Vendor Total:	\$5.53
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$10.43
Cole, Christopher Scott			Vendor Total:	\$10.43
		1.0.530.9900.52.5370.09.36.000.0000	LICENSES & PERMITS	\$200.00
Curtis, Marnie Ann			Vendor Total:	\$200.00
		1.0.530.0100.27.5100.17.17.000.0000	TEACHING SUPPLIES	\$19.09
Dinwoodie, Carrie Lee			Vendor Total:	\$19.09
		1.0.530.0100.26.5370.01.08.000.0000	LICENSES & PERMITS	\$138.00
Erwin, Emily			Vendor Total:	\$138.00
		1.0.530.2100.26.7810.01.09.000.0000	MEMBERSHIPS	\$61.00
Ott, Kayla			Vendor Total:	\$61.00
		1.0.530.2100.21.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$10.36
Staton, Andrea Rae			Vendor Total:	\$10.36
		1.0.530.2100.21.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$10.85
Strate, Carolyn Ann			Vendor Total:	\$10.85
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$7.00
Wall, Gregory T			Vendor Total:	\$7.00
		1.0.530.9900.52.5370.09.36.000.0000	LICENSES & PERMITS	\$119.00

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1006

09/19/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$119.00
Grand Total:				\$581.26

End of Report

CAPITAL PROJECTS FUND

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1275

Starting Check Number: 123353

Check #	Date	Payee	Amount
123353	08/25/2025	MEAD SCHOOL DISTRICT	\$455,473.42
Total Amount:			\$455,473.42

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1283

Starting Check Number: 123387

Check #	Date	Payee	Amount
123387	08/29/2025	MEAD SCHOOL DISTRICT	\$27,581.21
123388	08/29/2025	PAINT CRAFTERS PLUS	\$30,257.19
Total Amount:			\$57,838.40

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1288

Starting Check Number: 123522

Check #	Date	Payee	Amount
9-5-2025 123522	08/31/2025	EDNETICS INC	\$5,711.53
Total Amount:			\$5,711.53

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1292

Starting Check Number: 123640

Check #	Date	Payee	Amount
123640	08/31/2025	FLUID APPLIED ROOFING	\$39,536.39
Total Amount:			\$39,536.39

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1300

Starting Check Number: 123743

Check #	Date	Payee	Amount
123743	~~08/31/2025~~ 09/19/2025	EDNETICS INC	\$272,775.54
Total Amount:			\$272,775.54

End of Report

ASB FUND

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1284

Starting Check Number: 123389

Check #	Date	Payee	Amount
123389	08/29/2025	BENAVIDEZ, JEANNIE	\$180.00
123390	08/29/2025	BODECKER, KATIE	\$500.00
123391	08/29/2025	BREEN, SARA	\$200.00
123392	08/29/2025	BRUNO-BITTLE, KAREN	\$60.00
123393	08/29/2025	BSN SPORTS	\$20,049.53
123394	08/29/2025	CASCADIA SCREEN PRINTING	\$542.32
123395	08/29/2025	CLEARWATER MUSIC	\$759.89
123396	08/29/2025	COSKI, BETHANY	\$50.00
123397	08/29/2025	CROCKER, DEBBIE	\$75.00
123398	08/29/2025	EDUCATIONAL THEATRE ASSOCIATION	\$145.00
123399	08/29/2025	ELLER, BRANDON	\$50.00
123400	08/29/2025	K C ENTERPRISES	\$3,477.65
123401	08/29/2025	LEWIS & CLARK HS	\$150.00
123402	08/29/2025	MEAD SCHOOL DISTRICT	\$37,211.74
123403	08/29/2025	NELSON, JENNIFER	\$90.00
123404	08/29/2025	NORFLEET, LEWIS	\$4,500.00
123405	08/29/2025	RUN PNW LLC	\$898.43
123406	08/29/2025	SHEPHERD, ABIGAIL	\$175.00
123407	08/29/2025	TED BROWN MUSIC CO	\$1,677.54
123408	08/29/2025	WALLACE SPEED QUICKNESS & AGILITY TRAIN	\$4,750.00
123409	08/29/2025	WHITWORTH UNIVERSITY...	\$12,005.00
123410	08/29/2025	WIAA	\$1,480.00
123411	08/29/2025	WILDROSE GRAPHICS	\$679.26
123412	08/29/2025	WILLERICK, KATIE	\$90.00
Total Amount:			\$89,796.36

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1285

08/29/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Peterson, Joshua Scott		4.0.960.2950.00.0000.28.00.000.0000	ASB/VOLLEYBALL	\$90.00
Smith-Wallis, Tija Winslow			Vendor Total:	\$90.00
		4.0.960.2401.00.0000.28.00.000.0000	ASB/FOOTBALL	\$150.00
			Vendor Total:	\$150.00
Wagenblast, David		4.0.960.2950.00.0000.27.00.000.0000	ASB/VOLLEYBALL	\$65.00
			Vendor Total:	\$65.00
			Grand Total:	\$305.00

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1289

Starting Check Number: 123523

Check #	Date	Payee	Amount
123523	08/31/2025	CLEARWATER MUSIC	\$376.40
123524	08/31/2025	ENTERTAINMENT WAREHOUSE	\$463.68
123525	08/31/2025	MALMSTEN, ANGELINE	\$40.00
123526	08/31/2025	MATTOX, MARY	\$150.00
123527	08/31/2025	MEAD SCHOOL DISTRICT	\$6,015.19
123528	08/31/2025	ORDWAY, JAIME	\$185.00
123529	08/31/2025	ROGERS ATHLETIC CO	\$10,890.00
123530	08/31/2025	SMITH, REBEKAH	\$15.00
123531	08/31/2025	SPOKANE PUBLIC FACILITIES DIST	\$3,813.00
123532	08/31/2025	TED BROWN MUSIC CO	\$506.01
123533	08/31/2025	TERRE HAUTE SOUTH VIGO HS BAND BOOSTERS	\$1,350.00
123534	08/31/2025	TOME0, FAWN	\$30.00
123535	08/31/2025	UNITED VOLLEYBALL SUPPLY LLC	\$1,724.14
123536	08/31/2025	VARNELL, NICOLE	\$15.00
Total Amount:			\$25,573.42

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1001

Starting Check Number: 123564

Check #	Date	Payee	Amount
123564	09/05/2025	BELLEVUE HIGH SCHOOL	\$300.00
123565	09/05/2025	CHENEY HIGH SCHOOL	\$200.00
123566	09/05/2025	CSPA	\$200.00
123567	09/05/2025	FREEMAN HIGH SCHOOL	\$250.00
123568	09/05/2025	SHADLE PARK HIGH SCHOOL	\$200.00
123569	09/05/2025	SPOKANE PUBLIC FACILITIES DIST	\$1,000.00
123570	09/05/2025	WASHINGTON OFFICIALS ASSOCIATION	\$19,460.00
Total Amount:			\$21,610.00

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1293

Starting Check Number: 123641

Check #	Date	Payee	Amount
123641	08/31/2025	A-L COMPRESSED GASES	\$8.05
123642	08/31/2025	AMERICAN ON SITE SERVICES	\$250.00
123643	08/31/2025	BEACON ATHLETICS LLC	\$986.66
123644	08/31/2025	BSN SPORTS	\$899.68
123645	08/31/2025	K C ENTERPRISES	\$531.81
123646	08/31/2025	MEAD SCHOOL DISTRICT	\$3,789.55
123647	08/31/2025	PEPSI COLA BOTTLING CO	\$1,107.60
123648	08/31/2025	RAE OF SUNLIGHT CO	\$1,636.50
123649	08/31/2025	TED BROWN MUSIC CO	\$396.03
123650	08/31/2025	UNIVERSAL ATHLETIC	\$22.87
123651	08/31/2025	UNIVERSAL CHEERLEADERS ASSOCIATION	\$239.00
123652	08/31/2025	WAVERLY'S COFFEE INC	\$183.75
123653	08/31/2025	WIAA	\$1,000.00
Total Amount:			\$11,051.50

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1004

Starting Check Number: 123688

Check #	Date	Payee	Amount
123688	09/12/2025	AMAZON	\$94.44
123689	09/12/2025	AWSL	\$100.00
123690	09/12/2025	CLARK COLLEGE FOUNDATION	\$500.00
123691	09/12/2025	CLARKSTON HIGH SCHOOL	\$50.00
123692	09/12/2025	DAMRON, BECKY	\$50.00
123693	09/12/2025	DEER PARK HIGH SCHOOL	\$300.00
123694	09/12/2025	DISNEY DESTINATIONS LLC/RESORT	\$14,820.00
123695	09/12/2025	KCDA	\$399.61
123696	09/12/2025	MULLINS, ERIKA	\$100.00
123697	09/12/2025	NORTH IDAHO COLLEGE	\$500.00
123698	09/12/2025	SPOKANE COUNTY PARKS & REC	\$70.00
123699	09/12/2025	TUMBLE	\$691.79
123700	09/12/2025	WASBO	\$135.00
123701	09/12/2025	WASHINGTON OFFICIALS ASSOCIATION	\$18,430.00
123702	09/12/2025	WEITZ ENTERPRISES LLC	\$129.72
123703	09/12/2025	WSSAAA	\$75.00
Total Amount:			\$36,445.56

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1301

Starting Check Number: 123744

Check #	Date	Payee	Amount
123744	08/31/2025	BSN SPORTS	\$100.14
123745	08/31/2025	GREENACRES GYPSUM & LIME, INC.	\$59.90
123746	08/31/2025	GSL DISTRICT #8 SCHOOLS	\$200.00
123747	08/31/2025	MOMENTUM INC	\$939.00
123748	08/31/2025	SHILOH HILLS ELEMENTARY SCHOOL PTSO	\$1,460.00
123749	08/31/2025	TUMBLE	\$7,301.36
123750	08/31/2025	UNIVERSAL ATHLETIC	\$535.51
Total Amount:			\$10,595.91

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1302

08/31/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Maglio, Mary Margaret		4.0.530.2460.00.0000.28.00.000.0000	GIRLS GOLF	\$152.94
Vendor Total:				\$152.94
Grand Total:				\$152.94

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1007

Starting Check Number: 123828

Check #	Date	Payee	Amount
123828	09/19/2025	AMAZON	\$1,015.37
123829	09/19/2025	ESCALANTI, TYLAGIO	\$2,000.00
123830	09/19/2025	EVANS, PETRA	\$50.00
123831	09/19/2025	FUEL TO THRIVE	\$250.00
123832	09/19/2025	KCDA	\$253.84
123833	09/19/2025	LOCKE, PAUL W	\$1,500.00
123834	09/19/2025	MEAD HIGH SCHOOL ASB	\$125.00
123835	09/19/2025	MOMENTUM INC	\$959.20
123836	09/19/2025	ROGERS, SARA	\$15.00
123837	09/19/2025	UNIVERSAL ATHLETIC	\$2,783.65
123838	09/19/2025	WALSWORTH PUBLISHING COMPANY, INC.	\$12,069.05
123839	09/19/2025	YMCA	\$1,050.00
Total Amount:			\$22,071.11

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1008

09/19/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
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Smith-Wallis, Tija Winslow

4.0.960.1100.00.0000.28.00.000.0000	ASB YEARBOOK	\$55.00
Vendor Total:		\$55.00
Grand Total:		\$55.00

End of Report

EXTRA CURRICULAR CONTRACTS

September 2025

Location	First Name	Last Name	Activity	Amount
Northwood	Jonathan	Gray	Summer STEM Academy	\$ 3,000.00
Mt. Spokane	Dillion	Lionello	Boys Lifting & Agility Camp	\$ 1,500.00
Mt. Spokane	Joey	Murray	Boys Lifting & Agility Camp	\$ 1,500.00
Mt. Spokane	Matt	White	Boys Lifting & Agility Camp	\$ 750.00
Mountainside Middle	Ben	Hunter	Access Time Web Professional	\$ 1,500.00
Mountainside Middle	Ryan	Henderson	Athletic Director	\$ 20,317.00
Mountainside Middle	Larry	Royce	Football	\$ 5,800.00
Mountainside Middle	Rick	Waldt	Football	\$ 4,668.00
Mountainside Middle	Michael	Sparber	Football	\$ 3,866.00
Mountainside Middle	Peter	Mick4elson	Football	\$ 3,866.00
Mountainside Middle	AJ	Pocan	Football	\$ 3,415.00
Mountainside Middle	Zaanan	Bane	Football	\$ 3,311.00
Mountainside Middle	Natalie	King	Softball	\$ 4,955.00
Mountainside Middle	Michael	Bartlett	Softball	\$ 3,268.00
Mountainside Middle	Kaitlyn	Nelson	Softball	\$ 3,074.00
Mountainside Middle	Lindsey	Carlson	Cross Country	\$ 3,171.00
Mountainside Middle	Linda	Koscielski	Cross Country	\$ 2,544.00
Mountainside Middle	Kainoa	Figueira	Cross Country	\$ 2,393.00
Mountainside Middle	Shaney	Redmon	Cross Country	\$ 1,498.00
Mountainside Middle	Jeff	Lochhead	Cross Country	\$ 1,498.00
Mt. Spokane	Tara	Ernst	Cheer	\$ 7,378.00
Mt. Spokane	Darcy	McMurray	Volleyball	\$ 7,878.10
Mt. Spokane	Trent	York	Volleyball	\$ 2,756.68
Mt. Spokane	Madison	Sage	Volleyball	\$ 2,590.00
Mt. Spokane	Laurel	Kassa	Volleyball	\$ 3,663.00
Mt. Spokane	Erin	Glasser	Volleyball	\$ 5,522.40
Mt. Spokane	Morghen	Baucom	Volleyball	\$ 2,849.00
Mt. Spokane	Mike	Pellicio	Girls Soccer	\$ 5,641.00
Mt. Spokane	Terra	Davidson	Girls Soccer	\$ 6,124.00
Mt. Spokane	Jaimey	Etten	Girls Soccer	\$ 4,339.00
Mt. Spokane	Maghan	Pellicio	Girls Soccer	\$ 2,590.00
Mt. Spokane	Landon	Coddington	Girls Soccer	\$ 740.00
Mt. Spokane	Carl	Adams	Slowpitch Softball	\$ 7,493.00
Mt. Spokane	Alex	Schuerman	Slowpitch Softball	\$ 4,994.00
Mt. Spokane	Trex	Davis	Slowpitch Softball	\$ 5,510.00
Mt. Spokane	Amber	Helbling	Slowpitch Softball	\$ 2,734.90
Mt. Spokane	Scott	Daratha	Boys Cross Country	\$ 8,115.00
Mt. Spokane	Justin	Conner	Boys Cross Country	\$ 3,588.00
Mt. Spokane	Carpenter	Mukai	Boys Cross Country	\$ 2,511.60
Mt. Spokane	Andy	Sonneland	Girls Cross Country	\$ 8,115.00
Mt. Spokane	Summer	Clegg	Girls Cross Country	\$ 4,476.00
Mt. Spokane	Katie	Mann	Girls Cross Country	\$ 3,133.20
Mt. Spokane	Josh	Cowart	Football	\$ 8,309.00
Mt. Spokane	Lucas	McGill	Football	\$ 2,640.50

EXTRA CURRICULAR CONTRACTS

September 2025

Mt. Spokane	Randy	Cornwell	Football	\$ 4,057.50
Mt. Spokane	Evan	Frasier	Football	\$ 2,405.50
Mt. Spokane	Josh	Lucas	Football	\$ 2,331.50
Mt. Spokane	Terry	Cloer	Football	\$ 11,239.00
Mt. Spokane	Danny	Figueira	Football	\$ 8,741.00
Mt. Spokane	Brian	Gardner	Football	\$ 5,870.00
Mt. Spokane	Matt	White	Football	\$ 7,029.00
Mt. Spokane	Tim	Trout	Football	\$ 7,956.00
Mt. Spokane	Kevin	Oglesbee	Football	\$ 7,714.00
Mt. Spokane	Chris	Sloan	Football	\$ 8,741.00
Mt. Spokane	Brandon	Colman	Football	\$ 2,331.50
Mt. Spokane	Dillon	Lionelle	Football	\$ 3,608.25
Mt. Spokane	Joey	Murray	Football	\$ 3,608.25
Mt. Spokane	Kellen	Flanigan	Football	\$ 1,885.77
Mead High	Hanna	Bjerkestrand	Summer Sports Camps	\$ 530.00
Mead High	Jenna	Schlosser	Summer Sports Camps	\$ 260.00
Mead High	Zella	Conley	Summer Sports Camps	\$ 180.00
Mead High	Casey	Curtis	Summer Sports Camps	\$ 530.00
Mead High	KayDee	Fisher	Summer Sports Camps	\$ 220.00
Mead High	Keith	Ross	Summer Sports Camps	\$ 150.00
Mead High	Michele	Shelton	Summer Sports Camps	\$ 150.00
Mead High	Katherine	Melka	Summer Sports Camps	\$ 530.00
Mead High	Matt	Melka	Summer Sports Camps	\$ 200.00
Mead High	Karrie	Delp	Summer Sports Camps	\$ 530.00
Mead High	McKenna	Wendle	Summer Sports Camps	\$ 260.00
Mead High	Brielle	Wilson	Summer Sports Camps	\$ 200.00
Mead High	Lindsey	Masiarek	Summer Sports Camps	\$ 160.00
Mead High	Michael	Williams	Summer Sports Camps	\$ 150.00
Mead High	Phil	McLean	Summer Sports Camps	\$ 530.00
Mead High	Tyler	McLean	Summer Sports Camps	\$ 530.00
Mead High	Austin	Stuchell	Summer Sports Camps	\$ 530.00
Mead High	Ryan	Wiser	Summer Sports Camps	\$ 220.00
Mead High	Curtis	Barville	Summer Sports Camps	\$ 220.00
Mead High	Luke	Jordan	Summer Sports Camps	\$ 530.00
Mead High	Steven	Karr	Summer Sports Camps	\$ 180.00
Mead High	Patrick	Deubel	Summer Sports Camps	\$ 140.00
Mead High	Ivan	Gustafson	Summer Sports Camps	\$ 70.00
Mead High	Quantae	Anderson	Summer Sports Camps	\$ 530.00
Mead High	Lauren	Jackson	Summer Sports Camps	\$ 220.00
Mead High	KayDee	Fisher	Summer Sports Camps	\$ 140.00
Mead High	Donny	Hodgeson	Summer Sports Camps	\$ 100.00
Mead High	Tessa	Hodgeson	Summer Sports Camps	\$ 70.00
Mead High	Angela	Pierson	Summer Sports Camps	\$ 530.00
Mead High	Dori	Whitford	Summer Sports Camps	\$ 530.00
Mead High	Claire	Spring	Summer Sports Camps	\$ 220.00

EXTRA CURRICULAR CONTRACTS
September 2025

Mead High	Veronica	Van Auch	Summer Sports Camps	\$ 70.00
Mead High	Bryce	Borland	Summer Sports Camps	\$ 530.00
Mead High	Jonathan	Wrigley	Summer Sports Camps	\$ 530.00
Mead High	Noah	Barnes	Summer Sports Camps	\$ 180.00
Mead High	Tiffany	Casedy	Summer Sports Camps	\$ 530.00
Mead High	Breanna	Regalado	Summer Sports Camps	\$ 160.00
Mead High	Willem	Hatley	Summer Sports Camps	\$ 530.00
Mead High	Chris	Fredlund	Summer Sports Camps	\$ 235.00
Mead High	John	Holifield	Summer Sports Camps	\$ 235.00
Mead High	Brett	Ogata	Summer Sports Camps	\$ 235.00
Mead High	Jesse	McCorkle	Summer Sports Camps	\$ 235.00
Mead High	Ivan	Gustafson	Summer Sports Camps	\$ 235.00
Mead High	Jesse	Wilhelm	Summer Sports Camps	\$ 235.00
Mead High	Gunnar	Drew	Summer Sports Camps	\$ 235.00
Mead High	Brian	Patterson	Summer Sports Camps	\$ 235.00
Mead High	James	Maurer	Summer Sports Camps	\$ 180.00
Mead High	Jermaine	Tuggle	Summer Sports Camps	\$ 180.00
Mead High	Jim	Jones	Summer Sports Camps	\$ 180.00
Mead High	Ben	Kadletz	Summer Sports Camps	\$ 180.00
Mead High	Nate	Miller	Summer Sports Camps	\$ 150.00
Mt. Spokane	Jaisha	Gibb	Volleyball	\$ 1,578.80
Mt. Spokane	Madisyn	Findley	Cheer	\$ 2,512.00
Mead High	Tiffany	Casedy	Softball	\$ 7,121.00
Mead High	Breanna	Regalado	Softball	\$ 3,694.00
Mead High	Kaylee	Arizmendi	Softball	\$ 3,657.00
Mead High	Kelsey	Draine	Softball	\$ 1,551.81
Mead High	Kyle	Snell	Football	\$ 10,682.00
Mead High	Chris	Fedlund	Football	\$ 8,309.00
Mead High	Gunnar	Drew	Football	\$ 8,115.00
Mead High	Ivan	Gustafson	Football	\$ 8,115.00
Mead High	Jessee	McCorkle	Football	\$ 7,714.00
Mead High	Nate	Miller	Football	\$ 5,641.00
Mead High	Jessee	Wilhelm	Football	\$ 6,386.00
Mead High	John	Holifield	Football	\$ 5,345.00
Mead High	Derek	Hardin	Football	\$ 2,820.50
Mead High	Brian	Patterson	Football	\$ 6,076.00
Mead High	Jim	Jones	Football	\$ 3,978.00
Mead High	Jermaine	Tuggle	Football	\$ 3,739.50
Mead High	James	Maurer	Football	\$ 3,514.50
Mead High	Ben	Kadletz	Football	\$ 2,405.50
Mead High	Karrie	Delp	Volleyball	\$ 7,808.00
Mead High	Michael	Williams	Volleyball	\$ 5,936.00
Mead High	Mckenna	Wendle	Volleyball	\$ 3,663.00
Mead High	Lindsey	Masiarek	Volleyball	\$ 4,332.00
Mead High	Tessa	Hodgeson	Volleyball	\$ 5,386.40

EXTRA CURRICULAR CONTRACTS

September 2025

Mead High	Katharine	Melka	Cheer	\$ 8,352.00
Mead High	Angela	Pierson	Dance	\$ 7,714.00
Mead High	Dori	Whitford	Cross Country	\$ 8,115.00
Mead High	Claire	Spring	Cross Country	\$ 3,037.30
Mead High	Kim	Sain	Cross Country	\$ 1,794.00
Mead High	Demi	Pfarr	Cross Country	\$ 1,794.00
Mead High	Austin	Stuchell	Cross Country	\$ 7,029.00
Mead High	Curtis	Barville	Cross Country	\$ 5,242.00
Mead High	Ryan	Wiser	Cross Country	\$ 3,669.40
Mead High	Charles	Curtis	Soccer	\$ 7,479.00
Mead High	Keith	Ross	Soccer	\$ 5,936.00
Mead High	KayDee	Fisher	Soccer	\$ 3,700.00
Mead High	Michele	Shelton	Soccer	\$ 4,763.00
Highland Middle	Marcy	Gallinger	Athletic Director	\$ 17,946.00
Highland Middle	Justin	Morscheck	Football	\$ 3,642.00
Highland Middle	Jarod	Schaber	Football	\$ 4,124.00
Highland Middle	Matt	Maynard	Football	\$ 3,311.00
Highland Middle	Mark	Shulkin	Football	\$ 4,378.00
Highland Middle	Leaonard	Vargas	Football	\$ 3,747.00
Highland Middle	Julian	Medina	Football	\$ 3,523.00
Highland Middle	Ashly	Hoffman	Softball	\$ 3,634.00
Highland Middle	Mark	Rasmussen	Softball	\$ 4,600.00
Highland Middle	Bryce	Borland	Cross Country	\$ 3,590.00
Highland Middle	Anna	Conner	Cross Country	\$ 2,707.00
Highland Middle	Joilyn	Madsen	Cross Country	\$ 2,624.00
Highland Middle	Steve	Rupe	Cross Country	\$ 1,806.00
Highland Middle	Tia	Rupe	Cross Country	\$ 1,324.00
Northwood	Jeff	Allen	Athletic Director	\$ 15,853.00
Northwood	Brock	Salzman	Cross Country	\$ 4,745.00
Northwood	Ryan	Miciak	Cross Country	\$ 3,578.00
Northwood	Jenny	Martinsen	Cross Country	\$ 2,792.00
Northwood	Tallie	Carlson	Cross Country	\$ 1,454.00
Northwood	Brooklyn	Wilkerson	Cross Country	\$ 1,324.00
Northwood	Heather	Sullivan-Staley	Cross Country	\$ 1,324.00
Northwood	Steve	Hare	Softball	\$ 5,111.00
Northwood	Tony	Umbach	Softball	\$ 4,600.00
Northwood	Zac	Franklin	Softball	\$ 3,939.00

SUPPLEMENTAL CONTRACTS

September 2025

Location	First Name	Last Name	Activity	Amount
Mountainside Middle	Kristi	Hoff	Dept. Head - ELA	\$ 285.71
Mountainside Middle	Jeff	Lochhead	Dept. Head - Math	\$ 285.71
Mountainside Middle	Emily	Gillin	Dept. Head - Science	\$ 285.71
Mountainside Middle	Kelly	Creasey	Dept. Head - Soc Studies	\$ 285.71
Mountainside Middle	Melissa	Mather	Dept. Head - PE	\$ 285.71
Mountainside Middle	Kim	Killman	Dept. Head - SPED	\$ 285.71
Mountainside Middle	Bryan	Swenland	Dept. Head - Electives	\$ 285.71
Mt. Spokane	Melissa	Allen	Counselor Extra Days	\$ 4,983.04
Mt. Spokane	Josh	Cowart	Counselor Extra Days	\$ 4,983.04
Mt. Spokane	Jamie	Goodman	Counselor Extra Days	\$ 4,983.04
Mt. Spokane	Rob	Renner	Counselor Extra Days	\$ 4,983.04
Mt. Spokane	Drew	Wendle	Counselor Extra Days	\$ 4,983.04
Mountainside Middle	Ashley	Fischer	Counselor Extra Days	\$ 2,339.48
Mountainside Middle	Kristen	Swan	Counselor Extra Days	\$ 2,414.32
Custodial	Thomas	Brasch	Attendance Incentive	\$ 375.00
Custodial	Brennan	Demarsico	Attendance Incentive	\$ 375.00
Custodial	Donald	Gilbert	Attendance Incentive	\$ 525.00
Custodial	Sonny	Ha	Attendance Incentive	\$ 525.00
Custodial	John	Hendrix	Attendance Incentive	\$ 525.00
Custodial	Kyle	King	Attendance Incentive	\$ 375.00
Learning Services	Kristine	Solomon	TK Stipend	\$ 562.50
Learning Services	Kylie	Johnston	TK Stipend	\$ 187.50
Learning Services	Stephanie	Hull	TK Stipend	\$ 562.50
Learning Services	Michelle	Conwell	TK Stipend	\$ 187.50
Learning Services	David	Browning	TK Stipend	\$ 250.00
Learning Services	Cathe	Hagstrom	TK Stipend	\$ 250.00
Learning Services	Greta	Hale	TK Stipend	\$ 250.00
Mead High	Brandon	Butler	CTE Training Stipend	\$ 246.00
Mead High	Jason	Tebbets	CTE Training Stipend	\$ 246.00
Mead High	Andy	Arnold	CTE Training Stipend	\$ 246.00
Mead High	Jason	Roberts	CTE Training Stipend	\$ 246.00
Mead High	Heather	Boswell	CTE Training Stipend	\$ 246.00
Mead High	Katharine	Higgins	CTE Training Stipend	\$ 246.00
Mead High	Amy	Hamblet	CTE Training Stipend	\$ 246.00
Mead High	Joe	Schamber	CTE Training Stipend	\$ 246.00
Mead High	Jessie	McCorkle	CTE Training Stipend	\$ 246.00
Mead High	Anna	May	CTE Training Stipend	\$ 246.00
Mead High	Kelli	Lofstedt	CTE Training Stipend	\$ 246.00
Mead High	Nora	Ifft	CTE Training Stipend	\$ 246.00
Mead High	Jocelyn	Cook-Cox	CTE Training Stipend	\$ 246.00
Mead High	MaKena	Busch	CTE Training Stipend	\$ 246.00
Mead High	Marci	Steinbach	CTE Training Stipend	\$ 246.00
Mead High	Mike	Haynes	CTE Training Stipend	\$ 246.00
Mead High	Thierry	Olivier	CTE Training Stipend	\$ 246.00

SUPPLEMENTAL CONTRACTS

September 2025

Mead High	Gunner	Drew	CTE Training Stipend	\$ 246.00
Mead High	Shawn	Wilson	CTE Training Stipend	\$ 246.00
Highland Middle	Josh	Peterson	CTE Training Stipend	\$ 246.00
Highland Middle	Cori	Fryett	CTE Training Stipend	\$ 246.00
Highland Middle	LaNada	Tag	CTE Training Stipend	\$ 246.00
Highland Middle	Meg	Maglio	CTE Training Stipend	\$ 246.00
Highland Middle	Jill	Fetcho	CTE Training Stipend	\$ 246.00
Highland Middle	Bryan	Smith	CTE Training Stipend	\$ 246.00
Highland Middle	Marcy	Gallinger	CTE Training Stipend	\$ 246.00
Northwood Middle	Dave	Gamon	CTE Training Stipend	\$ 246.00
Northwood Middle	Jen	Romo	CTE Training Stipend	\$ 246.00
Northwood Middle	Brittany	Page	CTE Training Stipend	\$ 246.00
Northwood Middle	Josh	Wilcox	CTE Training Stipend	\$ 246.00
Northwood Middle	Maya	Heissenbutal	CTE Training Stipend	\$ 246.00
Northwood Middle	Sean	Hofp	CTE Training Stipend	\$ 246.00
Northwood Middle	Brock	Salzman	Access Time Lead	\$ 1,500.00
Highland Middle	Drew	Piper	Access Time Lead	\$ 1,500.00
Student Services	Tracy	Emch	Lead Nurse Stipend	\$ 5,250.00
Student Services	Carrie	Dinwoodie	Lead Nurse Stipend	\$ 5,250.00
Creekside Elementary	Jen	Oglesbee	SWIS Facilitator	\$ 500.00
Creekside Elementary	Kari	Hammond	MTSS Summer Schedule Work	\$ 500.00
Custodial	William	Martin	Attendance Incentive	\$ 375.00
Custodial	Gordon	Nyberg	Attendance Incentive	\$ 375.00
Custodial	Donna	Ostrom	Attendance Incentive	\$ 525.00
Custodial	Craig	Phillips	Attendance Incentive	\$ 375.00
Custodial	Melvin	Schell	Attendance Incentive	\$ 375.00
Custodial	Scott	Schmidt	Attendance Incentive	\$ 525.00
Custodial	David	Seim	Attendance Incentive	\$ 375.00
Custodial	Randall	Swanson	Attendance Incentive	\$ 525.00
Mountainside Middle	Emily	Conroy	CTE Training Stipend	\$ 246.00
Mountainside Middle	Amanda	Hegel	CTE Training Stipend	\$ 246.00
Mountainside Middle	Chris	Weiland	CTE Training Stipend	\$ 246.00
Mountainside Middle	Emily	Gillin	CTE Training Stipend	\$ 246.00
Mountainside Middle	Michael	Bartlett	CTE Training Stipend	\$ 246.00
Mountainside Middle	Jeff	Lochhead	CTE Training Stipend	\$ 246.00
Mt. Spokane	Todd	Slatter	CTE Training Stipend	\$ 246.00
Mt. Spokane	David	Pratt	CTE Training Stipend	\$ 246.00
Mt. Spokane	Nick	Herberger	CTE Training Stipend	\$ 246.00
Mt. Spokane	Zoe	Taylor	CTE Training Stipend	\$ 246.00
Mt. Spokane	Sarah	crecelius	CTE Training Stipend	\$ 246.00
Mt. Spokane	Dan	Melin	CTE Training Stipend	\$ 246.00
Mt. Spokane	Kaprina	Reed	CTE Training Stipend	\$ 246.00
Mt. Spokane	Laurie	Quigley	CTE Training Stipend	\$ 246.00
Mt. Spokane	Madison	Sage	CTE Training Stipend	\$ 246.00
Mt. Spokane	Luke	Thomas	CTE Training Stipend	\$ 246.00

SUPPLEMENTAL CONTRACTS

September 2025

Mt. Spokane	Cooper	Hatton	CTE Training Stipend	\$ 246.00
Mt. Spokane	Breeann	Booher	CTE Training Stipend	\$ 246.00
Mt. Spokane	Shannon	Wessel	CTE Training Stipend	\$ 246.00
Mt. Spokane	Jenne	Hatcher	CTE Training Stipend	\$ 246.00
Mt. Spokane	Susan	Best	CTE Training Stipend	\$ 246.00
Mt. Spokane	Maureen	Collins	CTE Training Stipend	\$ 246.00
Mt. Spokane	Jessica	Remple	CTE Training Stipend	\$ 246.00
Mt. Spokane	Tim	Trout	CTE Training Stipend	\$ 107.63
Brentwood	Becky	Swenson	Webmaster Stipend	\$ 400.00
Colbert	Kylie	Lahr	Webmaster Stipend	\$ 400.00
Creskide Elementary	Erin	Jennings	Webmaster Stipend	\$ 200.00
Creskide Elementary	Elizabeth	Jackson	Webmaster Stipend	\$ 200.00
Evergreen	Meghan	Thurston	Webmaster Stipend	\$ 400.00
Farwell	Erin	Nosbaum	Webmaster Stipend	\$ 400.00
Meadow Ridge	Marnie	Curtis	Webmaster Stipend	\$ 400.00
Midway	Lissy	Burrell	Webmaster Stipend	\$ 400.00
Prairie View	Heidi	Tollefsen	Webmaster Stipend	\$ 400.00
Shiloh Hills	Cinde	Gaither	Webmaster Stipend	\$ 400.00
Skyline	Melissa	Hainline	Webmaster Stipend	\$ 400.00
Highland Middle	Hannah	Schneider	Webmaster Stipend	\$ 400.00
Mountainside Middle	Carrie	Webbenhurst	Webmaster Stipend	\$ 400.00
Northwood Middle	Kathryn	Thomas	Webmaster Stipend	\$ 200.00
Northwood Middle	Janel	Starkey	Webmaster Stipend	\$ 200.00
Mead High School	Katie	Libutti	Webmaster Stipend	\$ 400.00
Mt. Spokane	Amy	Hanson	Webmaster Stipend	\$ 400.00
MLO	Janelle	Hildahl	Webmaster Stipend	\$ 1,500.00
Highland Middle	Todd	Johnson	Extended Days	\$ 2,414.40
Highland Middle	Tammy	Rogers	Extended Days	\$ 2,491.50
Mead High	Colleen	Thornton	Extended Days	\$ 4,360.13
Mead High	Mike	Phillips	Extended Days	\$ 4,360.13
Mead High	Adam	Strate	Extended Days	\$ 3,966.90
Mead High	Melanie	Fender	Extended Days	\$ 4,360.13
Mead High	Jody	Harkness	Extended Days	\$ 4,360.13
Northwood Middle	Brock	Salzman	Extended Days	\$ 3,114.38
Northwood Middle	Alana	Cummings	Extended Days	\$ 2,210.10
Student Services	Allison	Cowart	Extended Days	\$ 4,354.43
Student Services	Kristen	Palpant	Extended Days	\$ 4,942.35
Student Services	Carrie	Dinwoodie	Extended Days	\$ 5,605.88
Student Services	Greta	Jordan	Extended Days	\$ 1,328.85
Student Services	Tracy	Emch	Extended Days	\$ 5,329.13
Student Services	JoLene	Speer	Extended Days	\$ 3,643.65
Student Services	Leslyn	Rowley	Extended Days	\$ 1,255.50

CO-CURRICULAR CONTRACTS

September 2025

Location	First Name	Last Name	Activity	Amount
Mountainside Middle	Kristi	Amend	ASB Leadership	\$ 3,329.00
Mountainside Middle	Eralee	Jordan	Yearbook	\$ 3,849.00
Learning & Teaching	Sy	Hovik	Mt Spokane Band	\$ 13,729.00
Learning & Teaching	Andrew	Savage	Mt Spokane Asst Band	\$ 11,002.00
Learning & Teaching	Andrew	Savage	MMS Instrumental	\$ 2,000.00
Learning & Teaching	Andrew	James	Mt Spokane Orchestra	\$ 11,615.00
Learning & Teaching	Andrew	James	MMS Orchestra	\$ 2,111.00
Learning & Teaching	Justin	Olvey	Mt Spokane Choir	\$ 11,615.00
Learning & Teaching	Rob	Lewis	MHS Band	\$ 13,729.00
Learning & Teaching	Jon	Fick	MHS Asst Band	\$ 8,331.00
Learning & Teaching	Brian	Comstock	MHS Asst Band	\$ 1,584.00
Learning & Teaching	Brian	Comstock	NMS Instrumental	\$ 12,144.00
Learning & Teaching	Kit	Lane	MHS Orchestra	\$ 10,314.00
Learning & Teaching	Kit	Lane	HMS Orchestra	\$ 1,875.00
Learning & Teaching	Emily	McKinney	MHS Choir	\$ 11,002.00
Learning & Teaching	Brandon	Campbell	HMS Instrumental	\$ 12,144.00
Learning & Teaching	Brandon	Campbell	HMS Orchestra	\$ 1,584.00
Learning & Teaching	Holly	Chase	HMS Choir	\$ 6,417.00
Learning & Teaching	Mike	Divelbiss	NMS Choir	\$ 6,643.00
Learning & Teaching	Mike	Divelbiss	NMS Instrumental	\$ 1,974.00
Learning & Teaching	Lisa	Forster	NMS Orchestra	\$ 6,862.00
Learning & Teaching	Bryan	Swenland	MMS Instrumental	\$ 12,114.00
Learning & Teaching	Jennifer	Garcia	MMS Choir	\$ 6,862.00
Learning & Teaching	Rob	Lewis	Marching Band	\$ 3,091.00
Learning & Teaching	Brandon	Campbell	Marching Band	\$ 3,606.00
Learning & Teaching	Sy	Hovik	Marching Band	\$ 3,347.50
Learning & Teaching	Andrew	Savage	Marching Band	\$ 3,170.50

MEAD SCHOOL DISTRICT

Board Meeting of September 22, 2025

New Business

VI.B.

Agenda Item: **Student Travel Proposal**
 Mead High School Band, Color Guard & Theatre Students

Background:

Mead High School Band, Color Guard and Theatre students (approximately 140 students, plus teachers Rob Lewis, Brandon Campbell, Jonathan Fick & Greg Bertsch, and 15 additional adult chaperones) request permission to travel to Orlando, Florida, April 8-14, 2026, to engage in workshops and performances at both Disney World and Universal Studios. Also included in the trip itinerary is a day at the John F. Kennedy Space Center.

Students will miss two days of school, Monday, April 13th and Tuesday, April 14th, and the teachers listed above will need a substitute teacher for those two days.

A copy of the Student Travel Proposal, which includes an itinerary overview, is attached. This Disney World/Universal Studios experience occurs only once during a student's four-year high school career.

Fiscal Impact:

The estimated per student cost is \$2,255 with fundraising opportunities available. The Bandwagon Booster Club has allocated up to \$20,000 to help students who qualify under House Bill 1660.

Recommendation:

Approval of the request from Mead High School Band, Color Guard and Theatre students to travel to Orlando, Florida, April 8-14, 2026, is recommended.

Attachment(s): Student Travel Proposal

MEAD HIGH SCHOOL BAND

2020
Disney World
2020

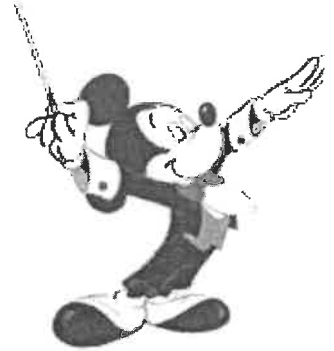
**DISNEY WORLD | UNIVERSAL STUDIOS
KENNEDY SPACE CENTER**

April 2026

Greetings!

As Director of the Mead High School Band, I'm thrilled to share my excitement for the extraordinary opportunities available to our students—most notably this upcoming experience in the Orlando, Florida area.

My top priority is the safety and well-being of every student. I will work closely with our nurses and administrators to ensure that all necessary precautions are taken. I'm also fully committed to navigating the financial scope of a trip of this magnitude by leveraging our resources—such as ASB Band fundraisers—and collaborating with the Mead Bandwagon, especially in light of the implications of Bill 1660.



In addition to the rich educational, social, and cultural experiences outlined in the itinerary overview, I'd like to emphasize the depth of experience our staff brings. Having personally led many student trips, I—and the staff accompanying us—have extensive professional expertise in planning every detail of Disney travel for Mead High School's performing arts students. This includes managing logistics such as airfare, meals, lodging, transportation, performances, workshops, equipment handling, and ensuring safety and security throughout.

A question we're frequently asked is, "Why do we so often choose Disney destinations?" The answer from the directors is clear: Walt Disney World consistently delivers on essential elements—security, cleanliness, hospitality, and organization—while providing exceptional educational workshops and performance opportunities. The positive impact on our students has been consistently remarkable.

It's worth noting that this Florida experience occurs only once during a student's four-year journey at Mead High School. While we also travel to Disneyland on the same timeline, each destination offers distinctly unique opportunities.

Thank you for your time, dedication, and consideration in supporting this transformative event for our Mead High School Band, Color Guard, and Theatre students.

Rob Lewis,
Director of Bands



STUDENT TRAVEL PROPOSAL

School: Mead High School Group: Band, Color Guard, Theatre

Trip Name: Disney World 2026 Submission Date: 7/17/2025

For every student who travels as part of this activity I will have in my possession:

- A signed Student Travel Permission Form
- A Medical Emergency Information Form

Teacher/Coach/Advisor

Date

July 17, 2025

Extended Field Trip (Overnight)

Trips related to club, leadership or academic activities that involve overnight stays in Washington, Montana, Idaho or Oregon (e.g. overnight leadership camps). Requires preliminary approval of building Principal, Activities/Athletic Director & Director of Secondary Education or Director of Elementary Education (depending on grade level).

X

Special Event Trip (Overnight)

Co-curricular or extra-curricular trips that are not part of sanctioned regular or post-season schedules and involve overnight stays and substantial cost to the student (e.g. band trip to bowl parade and trips to national or regional student leadership conference). Requires preliminary approval of building Principal, Activities/Athletic Director & Director of Secondary Education or Director of Elementary Education (depending on grade level) followed by final School Board approval. All trips to destinations outside of Washington, Montana, Idaho or Oregon fall into this category.

Academic Study Trip (Overnight)

School sponsored academic trip that is supervised by school staff and results in educational credit for the student (e.g. government class trip to Washington, D.C., etc.). Requires preliminary approval of building Principal, Activities/Athletic Director & lead Student Services administrator followed by final School Board approval.

Day Trip

No overnight stay . . . Requires building principal authorization only.

Date(s) of Trip: April 8 to 14, 2026 Person in Charge Rob Lewis

Destination(s) Orlando Florida Area (Disney World, Universal Studios, JKF Space Center)

Approvals

Principal [Signature] Activities/Athletic Director [Signature]

Director of Elementary or Secondary [Signature] Nurse [Signature]

School Board _____ Final Approval Date _____

Trip Educational Benefit and Planned Activities:

In addition to the performances that are displays of our daily curriculum, these trips offer many opportunities for students to learn and grow.

Our students will engage in performances at both Disney World and Universal Studios. They will be involved in workshops led by Disney artists that are active performers in the parks and in performances around Florida (universities, professional symphony orchestras, professional jazz ensembles, professional theatre settings, etc). Our planned trip to the JFK Space Center offers "the chance to view artifacts of NASA's Mercury, Gemini, Apollo and Space Shuttle Programs in the context of exhibits and attractions that tell the NASA story" source: KennedySpaceCenter.com

Lastly, and perhaps my favorite, students will be able to learn and apply many life skills; time and money management, travel processes, and social-emotional learning such as social engagement, respect, collaboration, and self-awareness.

Cost & Funding Sources:

Building Budget Covering:	\$ 0
The MHS Building Budget will not be used for this event	
ASB Funds Covering:	\$ 0
The MHS ASB GENERAL Budget will not be used for this event. Funds made through ASB approved fundraisers will be accessed through the ASB BAND account (PNWMBC, etc).	
District Funds Covering:	\$ 0
The MSD will not be used for this event	
Booster Club (Bandwagon) Covering:	Up to \$20,000
Assistance with HB students and financial assistance for those in need.	
Student/Parent Cost (per student) – Please Itemize:	\$2,255 per person
● Transportation: \$113,430 \$714/person - Air travel & Charter buses ● Housing: \$75,600.00 \$475/person ● Activities/Entertainment: \$124,700 \$780/person - Disney Tickets, Universal Studios Tickets, JFK Space Center Tickets, Workshops, ● Meals: \$40,300 \$254/person for provided meals (Approx. 2 per day) ● Security: \$5,000 \$32/person for security guards at hotel (11pm to 5am)	

Fundraising Opportunities:

Our program offers many fundraising opportunities for students both through school approved ASB And Bandwagon (booster club) organized. These include a cookie dough sale, poinsettia sale, chocolate sale, working GU concessions, carwashes, the Mead Jazz Festival, the Pacific NW Marching Band Championships and more.

Participants:

Estimated # of Students 140 Estimated # of Adults (Chaperons & Staff) 19

of School Days Missed: 2 # of Sub Days Needed: 6.4 Student/Chaperone Ratio: 8 to 1

2 days of sub coverage for Lewis, Campbell, Bertsch, Fick

Additional Information:

1. Does the trip involve any of the following . . . please circle:

- Swimming and/or Boating - YES swimming supervised at hotel (chaperones and lifeguards)
- Remote Locations/Hiking
- Outdoor Education
- Animals
- Air Travel - YES
- ~~Motorized Activities~~

2. Lodging: Disney's Pop Century

3. Transportation: Air travel (airline TBD), charter bus transportation for local activities

4. Supporting Documents:

Preliminary Trip Itinerary attached? X____ Yes ____ No

Related brochures/information attached: X____ Yes ____ No

See links within document (Itinerary overview)

Student Trip Expectations attached: X____ Yes ____ No

SUPPLEMENTAL INFORMATION

ITINERARY OVERVIEW

Wednesday, April 8 - Travel Day to Orlando (MCO)

- Morning air travel to the Orlando area -
*NOTE: Travelers meet at Spokane Int'l Airport via private transportation. Transportation to GEG is **not** provided by the Mead SD.*
- Evening hotel check in at Disney's Pop Century
- Evening pizza provided, possible free time at Disney Springs

Thursday, April 9 - Disney Day #1

- Sleep In - Recover from flights
- Theatre students - "Disney Broadway Magic: Frozen Edition"
- Wind Ensemble Workshop - "Soundtrack Session: You're Instrumental"
- Symphonic/Concert Band Workshop - "Soundtrack Session: You're Instrumental"
- Free time in Disney parks

Friday, April 10 - Disney Day #2

- Wind Ensemble Performance at Disney's Waterside Stage (tentative)
- Free time in the Disney Parks -
Magic Kingdom, Animal Kingdom, Hollywood Studios, Epcot

Saturday, April 11 - Universal Studios Day #1

- Free time in the Universal Studios Parks
Universal Studios, Islands of Adventure, Epic Universe

Sunday, April 12 - Universal Studios Day #2

- Symphonic/Concert Band Performance in the Universal Orlando "STARS" program

Monday, April 13- Last day! JFK Space Center & Group Dinner

- John F. Kennedy Space Center via charter bus
- Free time in the Disney Parks
- Group dinner at Disney show for trip reflection and closure (Fantasmic, Luminous, etc)

Tuesday, April 14 - Travel Day Home

- Travel to Spokane
- Afternoon and evening arrival home from Orlando -
*NOTE: Travelers will need to arrange for pick up from the Spokane Int'l Airport. Transportation is **not** provided by the Mead SD.*

COST AND FUNDING THOUGHTS

Funding Our Special Event Trip: A Shared Commitment

At Mead School District, our longstanding mission has been to ensure that every student who wishes to participate in our enriching programs can do so—regardless of financial circumstance, resources, or social status.

With that in mind, we acknowledge that a trip of this scale presents notable financial challenges. While we strive to support all interested students—including those who qualify as low income and those who do not but still require assistance—no fundraising campaign alone can meet the full cost of this endeavor. For that reason, many students will be expected to contribute directly to the cost of their participation.

Trip Funding Overview

This Special Event Trip will be primarily self-funded by individual students. Each participant will have access to fundraising opportunities and may also choose to pay out of pocket. Financial assistance will be allocated to students in need, based on available resources. Additionally, students qualifying under House Bill 1660 will have their fees waived in accordance with the legislation.

Fundraising Expectations

All students may be required to participate in fundraising efforts to support their experience. This approach reflects our decades-long tradition of consistent and enthusiastic fundraising—regardless of whether it's a major trip year or a quieter one. Many families have come to appreciate this enduring practice and begin engaging in fundraising as early as freshman year.

Community Support & Sustainability

Our funding strategy depends on a blend of revenue sources including donations, ongoing fundraising initiatives, and student fees. No school or district funds will be used to finance this trip. We are proud to have the backing of the Mead Bandwagon, our dedicated band and guard booster club. They are committed to generating substantial support for students in financial need, including those qualifying under HB 1660. Stay tuned for a letter of commitment from that group.

Major Fundraisers

To bolster our financial resources, the Mead band and guard actively host signature events such as the Pacific NW Marching Band Championships and the Mead Jazz Festival—both vital components in sustaining our tradition of excellence and providing large amounts of funding support.

SUGGESTED PACKING LIST

Listed below are suggested items to bring for our trip. Please label your items with your name. Although we take security very seriously, items brought will be AT YOUR OWN RISK!.

Performance Needs

- Blue Mead Band polo, khaki pants, brown belt, white shoes.
- Color guard costumes, warm ups, makeup
- Music folders in suitcase
- Guard equipment
- Instrument(s) and accessories – extra reeds, cork grease, valve/slide oil, etc
 - Don't forget ALL instruments you may need!! This includes marching equipment!
- Sticks and mallets, cymbals, hand held equipment

Clothing and other items for 6 nights

- Wallet, Identification, debit card,
- Soap, shampoo, conditioner, hairbrush, etc
- Toothbrush, toothpaste, deodorant
- Swimsuit (pool time), sunglasses, sunscreen, hat
- Cell phone and charger
- Electronic entertainment – iPad, chromebook, headphones, games, etc
- Sleeping bag/blanket, Air mattress or camping pad, pillow, air pump (if you don't like sharing a bed)
- Comfortable clothes – (Plan for 7 days) - long pants, t-shirts, sweatshirt, shoes, socks
MULTIPLE pair of shoes for possible rain. Raincoat, umbrella, poncho
- Homework, books, games (airplane & airport layovers)
- Meal and souvenir money (festival sweatshirts/t-shirts, Portland items, etc)

MSD CONDUCT EXPECTATIONS

MEAD SCHOOL DISTRICT ATHLETIC AND ACTIVITIES HANDBOOK

All students and parents shall be held to the Mead School District Athletic & Activities Handbook. This handbook & the MSD Athletic & Activities Honor Code is signed at the beginning of each year for participation in the program through FinalForms.

[CLICK HERE](#) for Handbook

[CLICK HERE](#) for Honor Code

MSD OVERNIGHT TRAVEL EXPECTATIONS

[CLICK HERE](#) for PDF

Purpose and Goals:

Overnight or extended travel for the Mead School District is designed to enhance student experiences by promoting personal growth, team bonding, and competitive success. These trips are an extension of

the school experience, and all participants are held to high standards of conduct. This document serves as a reminder that expectations outlined in the Mead School District Athletics & Activities Handbook carry into all school-related and school-sponsored travel and events, reinforcing the importance of those standards during overnight travel.

General Expectations:

1. **Conduct:** Students must act as positive representatives, upholding integrity during travel, lodging, and free time. Misbehavior or inappropriate social media use may result in disciplinary action.
2. **Respect and Inclusivity:** All participants must show respect and ensure inclusivity at all times. No one should be excluded or treated unfairly based on race, gender, or other personal characteristics. Discrimination, harassment, intimidation, bullying, and hazing are all prohibited. Report incidents to school personnel immediately.

Overnight Travel Guidelines:

1. Supervision & Free Time:

Students must always inform their coach/advisor/director of their whereabouts. Permission is required to stray from pre-approved plans. Students can congregate in their assigned location / room or elsewhere with pre-approval. Students must be accompanied by a chaperone outside the hotel/event vicinity. Students must gain coach/advisor permission prior to being released to a parent/guardian.

2. Lodging Behavior:

Regular room checks will be conducted. Students must stay in their assigned rooms and at designated times (i.e. lights out, etc.). Disruptive behavior in lodging areas is prohibited. No one should enter rooms other than their own unless authorized.

3. Substance Use Policy:

Possession or use of illegal drugs, alcohol, or tobacco is strictly forbidden. Students must leave and report any encounters with such substances to a coach or administrator.

4. Communication & Accountability:

Violations of these guidelines must be reported immediately. Consequences include suspension or removal from the activity, and parents will be notified when conduct requires disciplinary action.

ADDITIONAL MHS BAND TRAVEL AND TRANSPORTATION POLICIES

Modes of Transportation

The Mead Band will make accommodations for transportation for student performers to and from events. All student performers are expected to use the provided transportation to and from all events. In the event that the Mead Band cannot provide transportation OR the student has special

circumstances that prohibit them from using the provided transportation, the student will travel under the following conditions:

1. An Alternative Travel Form, signed by a school administrator, and is on file with the band directors allowing the student performer to ride with his or her parent/guardian, another adult, or on their own. Under no circumstance will a student performer be granted permission to travel with another student.

Directors may excuse a student performer from final return travel from practices or contests on the provided transportation given both of the following conditions are met:

1. The student and adult responsible for the final travel accommodations have made personal contact with the directors just prior to departure.
2. A signed note from the parent/guardian releasing the student to the adult responsible for the final travel accommodations has been given to the directors.

Students will not be excused prior to the completion of rehearsals and events. "Completion" means all duties such as truck loading and clean up are finished.

Band and Guard General Behavioral Expectations While Traveling

Participants on school related trips are subject to all school district rules and policies while on that trip. Overnight stays will be subject to strict rules and expectations with *serious consequences* for violations. Any violation of travel rules/expectations may result in suspension from the activity and additional consequences for violation of general school rules (e.g. chemical use on a school bus).

Any violation considered to be an "Extreme Misbehavior" or "Extreme Misconduct" including the "Drugs/Alcohol" section and definitions of the MSD Athletics & Activities Handbook and/or MHS Student Handbook, will be immediately sent home via airplane, bus, parent pick up, etc.

Additionally, our band and guard students will:

1. Represent his/her school well with high levels of musicianship & adult-like behavior.
2. Be in groups of a minimum of three at all times.
3. Follow rules: If in doubt, don't "just do it" - ASK first. If your teachers and/or parents were standing next to you, would you still do it? What does your gut feeling tell you?
4. Be alert to changes in schedules.
5. Stay with assigned rooms, groups, buses, bus seats, etc. unless given permission by the director to change.
6. Speak respectfully to all adult leaders, fellow travelers, and all those we come in contact with.
7. Follow policies set by the professional bus drivers, pilots, flight attendants, etc..
8. Enter buses by giving your last name to the individual taking attendance.
9. Students may not be on buses without adult supervision. Exceptions may be for "on-and-off" trips to load or grab items left behind.
10. Stay in bus seats at all stops until released by the directors or the head bus chaperone.
11. Be at assigned locations, on time & stay with a group at all times. Required number of students in a group will be stated for each particular situation with the default being a minimum of 3 students.
12. Only bring a "personal audio" device with headphones if choosing to listen to music.

13. Be in your assigned room at designated time at night, stay in room & turn lights out 30 minutes later. (lights out + sleep time)
14. Do not smoke, drink alcohol, take illegal drugs. Prescription AND non-prescription medication may only be taken following the school policy, which requires a school permission form (get one from the office) filled out by a doctor.
15. Refrain from "emotional activity" also known as PDA (public displays of affection). Please understand that any violation of this policy will result in disciplinary actions at the discretion of the directors.
16. Clean up after yourself on the bus and in other areas used near you such as hotel rooms and gyms.
17. Spend your money wisely, considering the needs of the entire trip. (meals that the student pays for, etc).
18. Be responsible for your instrument, uniform in bag, & personal belongings throughout the trip, ALL with labels.

Additional Hotel Guidelines

1. Students will ONLY be in the room that was assigned to them.
2. After room checks have been conducted, students are expected to remain in their rooms with the exception of emergencies. This includes needs for ice, snacks, etc. Take care of these needs prior to room check.
3. Outgoing phone calls, pay TV movies, & other incidental charges will not be accessible to the room. Please do not access them if they are accidentally available. No room-to-room or cell phone calls after lights out are permitted. Any charges to the room will be the responsibility of those in the room and they will need to be explained to the directors.
4. Please keep in mind that we are among many paying customers in the hotel. Running and other heavy/loud foot traffic can be very disturbing to other guests.

MEAD SCHOOL DISTRICT

Board Meeting of September 22, 2025
New Business

VI.C.

Agenda Item: **Contract/Bargaining Agreement**
 1135 MT (Bus Driver) Contract

Background: 1135 MT (Bus Driver) and the Mead School District have reached a tentative one-year contract agreement (September 1, 2025 – August 31, 2026). The association has ratified this tentative agreement

A summary of contract changes, including a cost estimate where appropriate, is attached.

Recommendation: Approval of the one-year tentative collective bargaining agreement between 1135 MT (Bus Driver) and the Mead School District is recommended.

**1135 MT (Bus Driver) CONTRACT CHANGES
2025-2026 – Board Summary**

Changes impacting Budget:

- **Salary Increase:** 2.8% increase to step 1 of the salary schedule. **Estimated Cost for 2025-26 (including steps & benefits) = \$129,720.**
- **Clothing Allowance & Usage:** Increased amount by \$50 per person and redirected purchases through the online District site. **Estimated Cost= \$5200**

Cost Neutral Changes:

- **Special Ed Route Rebid:** Clarified Language for Preschool route rebids.
- **Trip Rotation List:** Updated definitions and clarified Overnight trip list usage.
- **Safety:** Added language addressing safety.
- **CDL:** Clarified Language around CDLs.
- **VEBA:** Clarified VEBA participation options.
- **General Housekeeping:** Removed obsolete/duplicate language around contract driver substitute assignments
- **Duration:** 1 year (2025-2026)

MEAD SCHOOL DISTRICT

Board Meeting of September 22, 2025

New Business

VI.D.

Agenda Item: **Contract/Bargaining Agreement**
 Mead Education Association Contract

Background: The Mead Education Association (MEA) and the Mead School District have reached a tentative two-year contract agreement (September 1, 2025 – August 31, 2027). The association has ratified this tentative agreement.

A summary of contract changes is attached.

Recommendation: Approval of the two-year tentative collective bargaining agreement between the Mead Education Association and the Mead School District is recommended.

Mead Education Association Board Summary

- ◆ Updated Student Behavior Support (discipline) language
- ◆ New Inclusionary Practices section/language
 - Addition of an Elementary MTSS Certificated Instructional Coordinator in 26/27
 - Secondary Targeted Support class size maximum of 21 (number of students with a corresponding IEP goal area to the content/course shall not exceed 10 students)
 - Secondary Co-Taught class size maximum of 28 starting in the second semester of 25/26 (number of students with a corresponding IEP goal area to the content/course shall not exceed 12 students)
 - Dedicated money each year to provide curriculum, resources and training to support inclusionary practices
 - Elementary Summer Institute to address academic intervention needs in 2026 and 2027
- ◆ Secondary DLC class size maximum reduced from 13 to 10
- ◆ Beginning in 26/27 school year 5th grade class size maximum reduced from 30 to 28
- ◆ Addition of voluntary elementary one-student overload (with compensation) language
- ◆ Secondary core content class size maximum reduced from 31 to 30 for second semester of 25/26 with a further reduction to 29 in 26/27
- ◆ Certificated nurse caseload reduced from 2100 students to 2000 students
- ◆ Addition of combo-support teacher stipend
- ◆ Increase in secondary department head stipend allocation
- ◆ Additional days for counselors, social workers and instructional coordinators established (elimination of range)
- ◆ Increase in number of additional days for nurses assigned to traditional high schools
- ◆ Addition of a traveling teacher stipend at the secondary level (teachers on carts)
- ◆ Addition of a stipend for writing initial 504 plans in excess of four
- ◆ Addition of an elementary social worker/counselor responsibility stipend
- ◆ Duration two years

MEAD SCHOOL DISTRICT

Board Meeting of September 22, 2025

New Business

VI.E.

Agenda Item: 1st Reading Policy & Procedure 3241 Revision
Student Discipline

Background: A revision to Policy & Procedure 3241, Student Discipline, is being presented for first reading, non-action, consideration. This policy/procedure was adopted on September 10, 2018, with one revision taking place on June 27, 2022.

WSSDA Sample Policy 3241 and WSSDA Sample Procedure 3241 were used as the base/templates for the presented revisions. In each document (attached) new proposed language is red and WSSDA language to be deleted is crossed out/highlighted. A copy of the *Behavior Violation Matrix and Best Practices* document referenced in the procedure is also attached.

For comparison purposes a copy of current Policy 3241 and current Procedure 3241 are additionally attached.

The presented revisions comply with state law and current district practice.

Staffing Implication: None

Recommendation: This is a first reading, non-action item.

Attachments:

- Draft Policy 3241
- Draft Procedure 3241
- Behavior Violation Matrix and Best Practices
- Current Policy 3241
- Current Procedure 3241

STUDENT DISCIPLINE

Introduction/Philosophy/Purpose

The board focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Providing a safe and supportive learning environment for all students.
2. Providing due process to students.
3. Implementing culturally responsive discretionary and nondiscretionary discipline policies and procedures that provide opportunity for all students to achieve personal and academic success.
4. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
5. Ensuring fairness and equity in the administration of discretionary and nondiscretionary discipline.
6. Administering discretionary discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.
7. Providing educational services that students need to complete their education without disruption.
8. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion.

Students' Fundamental Rights

The district will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability is prohibited.
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right.
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures.
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or

5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

Student Responsibilities

This district's student discipline policy and procedure are designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with the policy and procedure, including behavioral expectations that respect the rights and property of others. Students are also expected to pursue the required course of studies.

~~Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112—Social Emotional Climate [Adjust name and number of policy as accurate for your district].~~

Development and Review

The district will develop and periodically review a discretionary and nondiscretionary discipline policy and procedure with the participation of school personnel, students, parents, families, and the community. During the development and review, the district must use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the district's discipline policy, procedure, and practices and update its policy and procedure to improve fairness and equity in the administration of discipline.

The policy and procedure will be developed in accordance with WAC 392-400-110.

Distribution of Policies and Procedures

The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all district personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

2121 - Substance Abuse Program
2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3122 - Excused and Unexcused Absences
3210 - Nondiscrimination
3520 - Student Fees, Fines, or Charges
4210 - Regulation of Dangerous Weapons on School Premises
4218 - Language Access

Legal References: 42 U.S.C. 2000d et seq. Civil Rights Act of 1964
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
Chapter 392-400, WAC Student Discipline
WAC 392-190-048 Access to course offerings - Student discipline and corrective action
Chapter 28A.320, RCW Provisions applicable to all districts
Chapter 28A.600 RCW, Students
RCW 28A.400.110 Principal to assure appropriate student discipline □□□ Building discipline standards □□□ Classes to improve classroom management skills
RCW 28A.400.100 Principals and vice principals □□□ Employment of □□□ Qualifications □□□ Duties
Chapter 28A.225, RCW Compulsory school attendance and admission
RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching □□□ Scope □□□ Responsibilities □□□ Penalty
RCW 9A.41.280 Possessing dangerous weapons on school facilities □□□ Penalty □□□ Exceptions

Management Resources: 2010 - June Issue
2014 - August Issue
2014 - December Issue
2016 - July Policy Issue
2018 - August 2018 - August Policy Issue
2019 - April Policy Alert

Adopted: September 10, 2018
Revised: June 27, 2022

Student Discipline

Introduction

The purpose of this student discipline procedure is to implement the district's student discipline policy as adopted by the board. These procedures are consistent with the board's student discipline policy, as well as all applicable federal and state laws.

Definitions

For purposes of the student disciplinary policy and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student's behavior that violates the district's discipline policy and this procedure.
- **“Classroom exclusion”** means the exclusion of a student from a classroom and instructional or activity area for a discretionary behavioral violation that creates a disruption of the educational process in violation of the district's discipline policy and procedure.
- **“Corrective action”** means disciplinary and nondisciplinary actions taken by a certificated educator. Nondisciplinary actions include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.415.443, which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discretionary discipline”** means a disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by the board under RCW 28A.600.015(6). Disciplinary action may include, but is not limited to, oral or written reprimands, detention, exclusion from extracurricular activities, denial of classroom privileges, and exclusion from transportation, or written notification to parents of disruptive behavior, a copy of which must be provided to the principal. Discretionary discipline does not include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency removal”** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of

the educational process, subject to the requirements in WAC [392-400-510](#) through [392-400-530](#).

- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC [392-400-430](#) through [392-400-480](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board.
- **“Nondiscretionary discipline”** means (a) violations of RCW 28A.600.420; (b) an offense listed in RCW 13.04.155; two or more violations of RCW 9A.46.120, 9A.41.280, 28A.600.455, 28A.635.020, or 28A.635.060 within a three-year period; or behavior that adversely impacts the health or safety of other students or educational staff.
- **“Parent” has the same meaning as in WAC [392-172A-01125](#)**, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC [392-172A-05130](#). If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removals.
 - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).

Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parents in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications (oral and written) required in connection with this policy and procedure in a language the student and parents understand. These discipline-related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

School Meals, Graduation Requirements, and Recess

The district will not discipline a student in a manner that would result in the denial or delay of a nutritionally adequate meal.

The district will not discipline a student in a manner that would prevent the student from completing subject, grade-level, or graduation requirements.

Recess should not be withheld as discipline.

Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, the district has developed definitions for the following behavioral violations, which clearly state the types of behaviors for which discipline—including classroom exclusion, suspension, and expulsion—may be administered. [The matrix of behavior violations and best practices is available for review on the district's website \(in the electronic policy manual\).](#)

The district will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interfere with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. ~~The Superintendent designates disciplinary authority to impose in-school suspension and short-term suspension to [e.g., school principals, assistant superintendents], to impose long-term suspension to e.g., school principals, assistant superintendents], to impose expulsion to [e.g., school principals, assistant superintendents], and to impose emergency removal to [e.g., school principals, assistant superintendents].~~

The Superintendent designates disciplinary authority to impose exclusionary discipline to certificated administrative staff.

Exclusions from transportation or extra-curricular activities and detention

The Superintendent authorizes **certificated administrative staff** to exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Students Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or after-school detention for not more than 60 minutes on any given day.

Before excluding a student from transportation or extracurricular activities, or assigning detention, a staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation.

Classroom exclusions

A teacher may exclude a student from the teacher's individual classroom and instructional or activity area while the student is under the teacher's immediate supervision, subject to the requirements in RCW 28A.600.460. Except in emergency circumstances, a teacher must first attempt one or more alternative forms of corrective action before excluding a student.

A classroom exclusion does not include actions that result in missed instruction for a brief duration when the following apply:

1. A teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.405.100, RCW 28A.410.260, and RCW 28A.410.270 to support the student in meeting behavioral expectations.
2. The student remains under the supervision of the teacher or other school personnel consistent with RCW 28A.150.240.

A classroom exclusion may be administered for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. A classroom exclusion that exceeds this time period, and if the student has repeatedly disrupted the learning of other students, consistent with RCW 28A.600.460, may be considered a suspension in accordance with this procedure. In that case,

the district must provide for the early involvement of parents in attempts to improve the student's behavior.

A student may not be removed from school during a classroom exclusion unless the district provides notice and due process for a suspension, expulsion, or emergency removal.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

Following the classroom exclusion of a student, the teacher must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it, to the Superintendent. The classroom exclusion must be recorded in a manner consistent with RCW 28A.600.460.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible.

Informal grievance procedure – classroom exclusions, transportation, detention, extracurriculars.

Any parent/guardian or student who is aggrieved by the administration of a classroom exclusion, exclusion from transportation or extracurricular activities, detention, or other discretionary discipline (not including suspensions), has the right to an informal conference with the principal or designee to resolve the grievance. At the informal conference, the student will be given an opportunity to share their perspective and explanation regarding the behavioral violation. There is no appeal beyond this informal conference, and any decision made at such conference is final.

Students who are suspended, expelled, or emergency removed may appeal those actions as described later in this procedure.

Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

The district will provide the parents opportunity for involvement to support the student in meeting behavioral expectations and will make every reasonable attempt to involve the student and parents in the resolution of behavioral violations. Additionally, certificated administrative staff must consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four hours after the administration.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls.

The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC [392-400-610](#).

The district will not suspend or expel a student from school for absences or tardiness.

If the district enrolls a student in another program or course of study during a suspension or expulsion, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

1. The Superintendent or designee grants a petition to extend a student's expulsion under WAC [392-400-480](#);
2. The student is excluded from the student's regular educational setting in accordance with WAC [392-400-810](#); or
3. Other law precludes the student from returning to their regular educational setting.

In-school suspension and short-term suspension – conditions and limitations

Before administering an in-school or short-term suspension, the district must consider the general conditions and limitations for suspension and expulsions listed above.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen cumulative school days during any single semester, or more than ten cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel will ensure they are accessible to offer support to keep the student current with assignments and coursework for all the student's regular subjects or classes.

Long-term suspensions and expulsions – conditions and limitations

Before administering a long-term suspension or an expulsion, the district must consider the general conditions and limitations for suspensions and expulsions listed above.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW [28A.600.015](#)(6)(a) through (d), as outlined below, and after determining that the student would pose an imminent danger to students or school personnel if the student returned to school before completing a long-term suspension or expulsion.

Behavioral violations that meet the definitions under RCW [28A.600.015](#)(6)(a)–(d) include the following:

1. Having a firearm on school property or school transportation in violation of RCW [28A.600.420](#);
2. Any of the following offenses listed in RCW [13.04.155](#), including:
 - any violent offense as defined in RCW [9.94A.030](#), including:
 - any felony defined under any laws as a class A felony or an attempt to commit a class A felony;
 - criminal solicitation of or criminal conspiracy to commit a class A felony;
 - manslaughter in the first or second degree;
 - indecent liberties committed by forcible compulsion;
 - kidnapping in the second degree;
 - arson in the second degree;
 - assault in the second degree;
 - assault of a child in the second degree;
 - extortion in the first degree;
 - robbery in the second degree;
 - drive-by shooting; and
 - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
 - any sex offense as defined in RCW [9.94A.030](#), including:
 - any felony violation of chapter [9A.44](#) RCW (other than failure to register as a sex offender in violation of [9A.44.132](#)), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - a violation of RCW [9A.64.020](#);
 - a felony that is a violation of chapter [9.68A](#) RCW (other than RCW [9.68A.080](#));
 - a felony that is, under chapter [9A.28](#) RCW, a criminal attempt, criminal solicitation, or criminal conspiracy to commit such crimes; and
 - a felony with a finding of sexual motivation under RCW [9.94A.835](#) or [13.40.135](#).
 - any weapons violation of chapter [9.41](#) RCW, including having a dangerous weapon at school in violation of RCW [9.41.280](#); or
 - unlawful possession or delivery, or both, of a controlled substance in violation of chapter [69.50](#) RCW.
3. Two or more violations of the following within a three-year period

- criminal gang intimidation in violation of RCW [9A.46.120](#);
 - gang activity on school grounds in violation of RCW [28A.600.455](#);
 - willfully disobeying school administrative personnel in violation of RCW [28A.635.020](#); and
 - defacing or injuring school property in violation of RCW [28A.635.060](#); and
4. Any student behavior that adversely affects the health or safety of other students or educational staff.

Neither a long-term suspension nor an expulsion may exceed the length of an academic term. The district may not administer a long-term suspension or an expulsion beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC [392-400-480](#).

In accordance with RCW [28A.600.420](#), a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW [9A.04.110](#)) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

Except for a firearm violation under WAC [392-400-820](#), the district will not impose a long-term suspension or expulsion for any student in kindergarten through fourth grade.

When a student is long-term suspended or expelled, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

Suspensions and expulsions - initial hearing

Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the principal or designee will provide the student:

1. Notice of the student's violation of this policy and procedure;
2. An explanation of the evidence regarding the behavioral violation;
3. An explanation of the discipline that may be administered; and
4. An opportunity for the student to share their perspective and provide an explanation regarding the behavioral violation.

At an initial hearing in which the principal or designee is considering administering a short-term or in-school suspension, the principal or designee must provide the student with an opportunity to contact their parents.

At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.

Following the initial hearing, but before administering any suspension or expulsion, the district will attempt to notify the student's parents as soon as reasonably possible regarding the behavioral violation..

Suspensions and expulsions – notice

Following the initial hearing, the principal or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

1. A description of the student's behavior and how the behavior violated this policy and procedure;
2. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
3. An explanation of the district's decision to administer the suspension or expulsion;
4. The opportunity to receive educational services during the suspension or expulsion;
5. The right of the student and parents to an informal conference with the principal or designee; and
6. The right of the student and parents to appeal the suspension or expulsion, including where and to whom the appeal must be requested; and
7. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency removals – conditions and limitations

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's presence poses:

1. An immediate and continuing danger to other students or school personnel; or
2. An immediate and continuing threat of material and substantial disruption of the educational process.

For purposes of determining sufficient cause for an emergency removal, the phrase “immediate and continuing threat of material and substantial disruption of the educational process” means the student’s behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day.

An emergency removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten school days of its start.

If the district converts an emergency removal to a suspension or expulsion, the district must (a) apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and (b) provide the student and parents with notice and due process rights under WAC [392-400-430](#) through [392-400-480](#) appropriate to the new disciplinary action.

All emergency removals, including the reason the student’s presence poses an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four hours after the start of the emergency removal.

Emergency removals – notice

After an emergency removal, the district must attempt to notify the student’s parents, as soon as reasonably possible, regarding the reason the district believes the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Within twenty-four hours after an emergency removal, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

1. The reason the student’s presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
2. The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
3. The opportunity to receive educational services during the emergency removal;
4. The right of the student and parents to an informal conference with the principal or designee; and
5. The right of the student and parents to appeal the emergency removal, including where and to whom the appeal must be requested.

Optional conference with principal

If a student or the parents disagree with the district’s decision to suspend, expel, or emergency remove the student, the student or parents may request an informal conference with the principal or designee to resolve the disagreement. The parents or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three school business days after receiving the request, unless otherwise agreed to by the student and parents.

During the informal conference, the student and parents will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parents will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the exclusion.

An informal conference will not limit the right of the student or parents to appeal the suspension, expulsion, or emergency removal, participate in a reengagement meeting as applicable, or petition for readmission.

Appeals

Requesting appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency removal have similarities, but the timelines differ.

A student or the parents may appeal a suspension, expulsion, or emergency removal to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five school business days from when the district provided the student and parents with written notice. For emergency removal, the request to appeal must be within three school business days from when the district provided the student and parents with written notice.

When an appeal for suspension or expulsion is pending, the district may continue to administer the suspension or expulsion during the appeal process, subject to the following requirements:

1. The district may temporarily continue to administer the suspension or expulsion for no more than ten consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
2. The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
3. If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parents in person, by mail, or by email within two school business days after receiving the appeal. The written decision must include:

1. The decision to affirm, reverse, or modify the suspension;
2. The duration and conditions of the suspension, including the beginning and ending dates;

3. The educational services the district will offer to the student during the suspension; and
4. Notice of the student's and parents' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-term suspension or expulsion and emergency removal appeal

For long-term suspension or expulsion and emergency removals, within one school business day after receiving the appeal request, unless otherwise agreed to, the Superintendent or designee will provide the student and parents written notice in person, by mail, or by email of:

1. The time, date, and location of the appeal hearing;
2. The name(s) of the official(s) presiding over the appeal;
3. The right of the student and parents to inspect the student's education records;
4. The right of the student and parents to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
5. The rights of the student and parents to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
6. Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parents, and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parents, and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension, expulsion, or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of students and others involved, the district will hold hearing without public notice and without public access. The district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning the confidentiality of student education records.

For long-term suspension or expulsion, the district will hold an appeal hearing within three school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parents.

For emergency removal, the district will hold an appeal hearing within two school business days after the Superintendent or designee received the appeal request, unless the student and parents agree to another time.

The board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved

in the student's behavioral violation or the decision to suspend or expel the student and must be knowledgeable about the rules in chapter 392-400 WAC and the district's policy and procedure.

Upon request, the student and parents or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parents intend to introduce at the appeal hearing. The student and parents must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parents may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness's nonappearance if the district establishes that:

1. The district made a reasonable effort to produce the witness; and
2. The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by analog, digital, or other type of recording device. The district will provide a copy of the recording to the student or parents upon request.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parents in person, by mail, or by email within three school business days after the appeal hearing. The written decision must include:

1. The findings of fact;
2. A determination whether (i) the student's behavior violated this policy and procedure; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
3. The duration and conditions of suspension or expulsion, including the beginning and ending dates;
4. Notice of the right of the student and parents to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
5. Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency removal, the district will provide a written decision to the student and parents in person, by mail, or by email within one school business day after the appeal hearing. The written decision must include:

1. The findings of fact;

2. A determination whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
3. Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parents notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
4. Notice of the right of the student and parents to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the board, review and reconsider the district's appeal decision for suspensions, expulsions, and emergency removals. This request may be either oral or in writing.

For long-term suspension, short-term suspension, or expulsion, the student or parents may request a review within ten school business days from when the district provided the student and parents with the written appeal decision.

For emergency removal, the student or parents may request a review within five school business days from when the district provided the student and parents with the written appeal decision.

In reviewing the district's decision, the board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy and procedure.

The board or discipline appeal council may request to meet with the student and parents, the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.

The decision of the board or discipline appeal council will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend, expel, or emergency remove the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the board will conduct the review and reconsideration.

For long-term suspension, short-term suspension, or expulsion, the board or discipline appeal council will provide a written decision to the student and parents in person, by mail, or by email within ten school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the board or discipline appeal council affirms, reverses, or modifies the suspension or expulsion;
2. The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and

3. For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency removal, the school board or discipline appeal council will provide a written decision to the student and parents in person, by mail, or by email within five school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the board or discipline appeal council affirms or reverses the district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
2. If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parents notice and due process under WAC [392-400-430](#) through [392-400-480](#) consistent with the disciplinary action to which the emergency removal was converted

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

1. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
2. The student's academic, attendance, and discipline history;
3. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
4. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
5. The proposed extended length of the expulsion; and
6. The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC [392-400-710](#) and before the end of the expulsion. For violations of WAC [392-400-820](#) involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The district will provide written notice of a petition to the student and parents in person, by mail, or by email within one school business day from the date the Superintendent or designee received the petition. The written notice must include:

1. A copy of the petition;

2. The right of the student and parents to an informal conference with the Superintendent or designee to be held within five school business days from the date the district provided written notice to the student and parents; and
3. The right of the student and parents to respond to the petition orally or in writing to the Superintendent or designee within five school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parents in person, by mail, or by email within ten school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

1. The date on which the extended expulsion will end;
2. The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
3. Notice of the right of the student and parents to request a review and reconsideration. The notice will include where and to whom to make such a request.

Review and Reconsideration of Extension of Expulsion

The student or parents may request that the board or discipline appeal council, if established by the board, review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten school business days from the date the Superintendent or designee provides the written decision.

The board or discipline appeal council may request to meet with the student, parents, or the principal to hear further arguments and gather additional information.

The decision of the board or discipline appeal council may be made only by board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The board or discipline appeal council will provide a written decision to the student and parents in person, by mail, or by email within ten school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
2. The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended, expelled, or emergency removed to:

1. Continue to participate in the general education curriculum;
2. Meet the educational standards established within the district; and
3. Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

1. Meaningful input from the student, parents, and the student's teachers;
2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. ~~The types of educational services the district will consider include [select only those options that the district can provide. Examples of types of educational services include alternative schools or classrooms, one-on-one tutoring (when available), and online learning tutoring].~~ Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and coursework.

For students subjected to suspension or emergency removal up to five consecutive school days, a school must provide at least the following:

1. Coursework, including any assigned homework, from all the student's regular subjects or classes;
2. Access to school personnel who can offer support to keep the student current with assignments and coursework for all the student's regular subjects or classes; and
3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.

For students subjected to suspension or emergency removal for six to ten consecutive school days, a school must provide at least the following:

1. Coursework, including any assigned homework, from all the student's regular subjects or classes;
2. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and
3. Access to school personnel who can offer support to keep the student current with assignments and coursework for all the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:
 - o Coordinate the delivery and grading of coursework between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and coursework for all the student's regular subjects or classes; and
 - o Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC [392-121-107](#).

Readmission

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted to the school from which they have been suspended or expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, they must submit the written application to the Superintendent. The application will include:

1. The reasons the student wants to return and why the request should be considered;
2. Any evidence that supports the request; and
3. A supporting statement from the parents or others who may have assisted the student.

The Superintendent or principal, as applicable, will advise the student and parents of the decision within seven school days of receiving the application.

Reengagement

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parents to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parents a plan to reengage the student.

The reengagement meeting must occur:

1. Within twenty calendar days of the start of the student's long-term suspension or expulsion, but no later than five calendar days before the student's return to school; or
2. As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement plan

The district will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

1. The nature and circumstances of the incident that led to the student's suspension or expulsion;
2. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
3. Shortening the length of time that the student is suspended or expelled;
4. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
5. Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Behavior agreements

The district may enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individualized Education Program (IEP), 504 Plan, or Behavioral Intervention Plan (BIP).

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not

exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Exceptions for protecting victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

1. A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.
2. A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Adopted: September 10, 2018
Revised: June 27, 2022

Robbery¹² <i>A person commits robbery when they unlawfully take the personal property of another against their will with the use of or threatened use of force, violence, or fear of injury.</i>	Theft of Stealing (Stealing, Theft, Larceny)	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement
Assault of Teacher¹³ <i>Directed towards a teacher or school staff, actions which have the intent <u>and</u> inflict great bodily harm causing serious bodily injury.</i>	Assault (Assault)	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement *Classroom Reassignment ¹⁴ *Alternate School Program Placement
Safety - II¹⁵ <i>Behavior that adversely impacts the health or safety of other students or educational staff. Safety II violations will compare in severity as other Type 5 behaviors but do not fit into any of the categories above.</i>	Will Vary Depending on Violation	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement

Type 5 Behavioral Violations – Best Practices/Other Forms of Discipline

- Attempt lower-level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
 - Involve violation of state/federal law, consult with school resource deputies or local law enforcement agencies
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of the behavioral violation and confer with other school personnel
- Invite the student to share their perspective and explanation regarding the behavioral violation
 - Consider restorative justice practices and other forms of discipline
 - Consider behavior agreement/behavior contract
 - Consider school restrictions and/or safety plans needed
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

** When a school administrator has good and sufficient reason to believe that a student's presence poses an immediate and continuing danger to the student, other students or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or expulsion may be appropriate.*

Behavior Level Violation & Severity Level	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	PS Incident Type and (Subtype)	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols
Type 4 Assault - I ¹⁶	Assault (Assault)	Yes	Yes	Yes	No	No	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact

assault does not have the intent <u>or</u> inflict great bodily harm on another person and does not involve a firearm or deadly weapon. Incident is largely one-sided.									
Fighting with Major Injury¹⁷ <i>Fighting with major injury involves mutual participation in physical violence where there is injury, or substantial bodily harm (temporary disfigurement, impairment of any bodily part, or fracture of any bodily part). Or great bodily harm (injury that creates the probability of death, permanent disfigurement, or causes permanent loss of function of a bodily part).</i>	Fighting of Fighting Involvement (Fighting) (Bodily Injury)	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	No K-4 Yes 5-12	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact	
Sexual Harassment¹⁸ <i>Sexual harassment means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if that conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment. Sexual harassment may include conduct or communication that involves student to adult, student to student.</i>	Harassment, Intimidation, Bullying (Sexual Harassment)	Yes	Yes	Yes	No	No	No	Must: *Title IX Coordinator Referral Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact	
Discriminatory Harassment¹⁹ <i>Discriminatory harassment involves behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal.</i>	Harassment, Intimidation, Bullying (Harassment)	Yes	Yes	Yes	No	No	No	Must: *Title IX Coordinator Referral *Civil Rights Coordinator Referral ²⁰ Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact	
Malicious Harassment²¹ <i>A person knowingly threatens to cause bodily injury immediately or in the future, cause physical damage to personal property, confine or restrain the person, or intend to harm the threatened person's physical safety or mental health safety. The person threatened has a reasonable belief that the threat will be carried out. Threats may be communicated in any way, including electronically.</i>	Harassment, Intimidation, Bullying (Harassment)	Yes	Yes	Yes	No	No	No	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact	

<u>Arson²²</u> <i>A person knowingly and maliciously causes a fire or explosion that causes damage.</i>	Arson (<i>Arson</i>)	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan
<u>Marijuana Distribution²³</u> <i>A person will not sell or distribute marijuana, cannabis, or any "look-alike" substances.</i>	Drugs, Alcohol, or other Prohibited Chemical Substance (<i>Drugs, Excluding Alcohol</i>)	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	Must: *Contact law enforcement Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan *Drug/alcohol cessation course
<u>Alcohol Distribution²⁴</u> <i>A person will not sell or distribute alcohol or any "look-alike" substances.</i>	Drugs, Alcohol, or other Prohibited Chemical Substance (Alcohol, possession, use, sale)	Yes	Yes	Yes	No	No	Must: *Contact law enforcement Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan *Drug/alcohol cessation course
<u>Gang Intimidation or Activity²⁵</u> <i>A person commits the offense of criminal gang intimidation if the person threatens another person with bodily injury because the other person refuses to join or has attempted to withdraw from a gang.</i> <i>"Gang" means a group that: (a) consists of three or more persons; (b) has identifiable leadership; and (c) on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes.</i>	Gang Conduct	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	Must: *Contact law enforcement *The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period. Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Suspension or expulsion if student is a member of a gang and knowingly engages in gang activity on school grounds
<u>Safety I²⁶</u> <i>Behavior that adversely impacts the health or safety of other students or educational staff. Safety II violations will compare in severity as other Type 4 behaviors but do not fit into any of the categories above.</i>	Will Vary Depending on Violation	Yes	Yes	Yes	No K-4 Yes 5-12	No	Must: *Contact law enforcement Consider: *Consult with Director of Student of Family services, Director of Secondary Ed, and

										Director of Elementary Ed for guidance *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan
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Type 4 Behavioral Violations – Best Practices/Other Forms of Discipline

- Behavior contracts/behavior plans or charts
- School staff check-in/check-out system
- Community service or restitution
- Connection to an outside agency
- Use of school resource deputy/law enforcement for student check-ins
- Adult mentor
- Student mentor
- Educational projects (research topic related to violation, presentations, read an article)
- Restorative work with others involved
- Reflective exercises (how did behavior impact self, others)
- Frequent check-ins
- Involve students in the solution or correction
- Drug or alcohol cessation courses

** When a school administrator has good and sufficient reason to believe that a student's presence poses an immediate and continuing danger to the student, other students or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate.*

Behavior Level Violation & Severity Level	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	PS Incident Type and (Subtype)	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols
Type 3 <u>Bullying</u> ²⁷ Bullying refers to behavioral violations constituting intentional, unwanted, aggressive behavior that physically harms a student or damages the student's property. Bullying substantially interferes with a student's education and is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment. Bullying may have the effect of substantially disrupting the orderly operation of the school.	Harassment, Intimidation, Bullying (Harassment)	Yes	Yes	Yes	No	No	Must: *HIB form and investigation *HIB Compliance Officer Referral ²⁸ Consider: *School-Based Threat Assessment Referral *Safety plan/no contact
<u>Fighting without Major Injury</u> ²⁹ <i>Fighting without major injury involves mutual participation in physical violence where there may be</i>	Fighting or Fighting Involvement (Fighting) (Bodily Injury)	Yes	Yes	Yes	No	No	Consider: *School-Based Threat Assessment Referral

<i>injury but is not substantial bodily harm (temporary disfigurement, impairment of any bodily part, or fracture of any bodily part). Or great bodily harm (injury that creates the probability of death, permanent disfigurement, or causes permanent loss of function of a bodily part).</i>									*Contact law enforcement *Safety plan/no contact
Illicit Drug Possession or Use ³⁰ <i>Possession or use of a schedule I-5 drug (opiates, stimulants, depressants, narcotics). Excluding hemp, marijuana, or CBD oils.</i>	Drugs, Alcohol, or other Prohibited Chemical Substance (Drugs, Excluding Alcohol)	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	No K-4 Yes 5-12	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Drug/alcohol cessation course	
Marijuana Possession or Use ³¹ <i>A person will not unlawfully use or possess marijuana, cannabis, or any "look-alike" substances or be under the influence of or in possession of drug paraphernalia.</i>	Drugs, Alcohol, or other Prohibited Chemical Substance (Drugs, Excluding Alcohol)	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	No K-4 Yes 5-12	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Drug/alcohol cessation course	
Alcohol Possession or Use ³² <i>A person will not possess, use or be under the influence of any alcoholic beverage.</i>	Drugs, Alcohol, or other Prohibited Chemical Substance (Alcohol, possession, use, sale)	Yes	Yes	Yes	No	No	No	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Drug/alcohol cessation course	
Tobacco Distribution ³³ <i>A person will not sell or distribute any tobacco product, including electronic cigarettes or vaping products.</i>	Tobacco or Nicotine Products use or Possession (Tobacco, Possession or use) (Vaping)	Yes	Yes	Yes	No	No	No	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Drug/alcohol cessation course	
Theft ³⁴ <i>Theft refers to behavioral violations involving the taking or knowingly possessing stolen district property or property of others without permission.</i>	Theft of Stealing (Stealing, Theft, or Larceny) (Possession of Stolen Property)	Yes	Yes	Yes	No	No	No	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Restitution	
Other III ³⁵ <i>Behavioral violations not amounting to a Type Four behavioral violation but cannot be categorized under any other Type Three behavioral violations, which may cause a major disruption to the educational environment.</i>	Will Vary Depending on Violation	Yes	Yes	Yes	No	No	No	Consider: *Consult with Director of Student of Family services, Director of Secondary Ed, and Director of Elementary Ed for guidance	

Physical Aggression³⁷ <i>Physical aggression refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g., hitting, kicking, slapping, hair pulling, scratching, etc.)</i>	Other <i>(Physical Aggression)</i>	Yes	Yes	No	No	No	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan
Tobacco Possession or Use³⁸ <i>Behavioral violations which involve the possession or use of tobacco products, paraphernalia, electronic cigarettes, or vaping products.</i>	Tobacco or Nicotine Products use or Possession <i>(Tobacco, Possession or use) (Vaping)</i>	Yes	Yes	Yes	No	No	Consider: *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan *Tobacco cessation course/curriculum
Failure to Cooperate³⁹ <i>Failure to cooperate refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school staff.</i>	Defiance of School Authority <i>(Defiance) (Lack of Compliance)</i>	Yes	No	No	No	No	Must: *Consult Type 3 behavioral and best practice and other forms of discipline Consider: *Safety plan
*Mitigating factors which may elevate violation to higher severity level: (Type 3 other III) <i>*Causes a major disruption of the educational environment *Supervisory/safety concern *Ongoing and escalation of failure to cooperate</i>							
Sexually Inappropriate Conduct⁴⁰ <i>Sexually inappropriate conduct refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal.</i>	Lewd, Obscene or Profane Language, Gestures, or Materials <i>(Lewd conduct)</i>	Yes	Yes	Yes	No	No	Consider: *School-Based Threat Assessment Referral *HIB referral *Title IX Coordinator Referral *Contact law enforcement *Safety plan/no contact
Disruptive Conduct⁴¹ <i>Disruptive conduct – II refers to behavioral violations involving actions that materially and substantially interfere with the educational process.</i> *Mitigating factors which may elevate violation to higher severity level: (Type 3 other III) <i>*Causes a major disruption of the educational environment *Supervisory/safety concern *Ongoing and escalation of failure to cooperate</i>	Disruptive Conduct <i>(Disruptive Behavior)</i>	Yes	No	No	No	No	Must: *Consult Type 3 behavioral and best practice and other forms of discipline Consider: *Safety plan
Other II⁴² <i>Behavioral violations not amounting to a Type Three behavioral violation but cannot be categorized under</i>	Will Vary Depending on Violation	Yes	No	No	No	No	Consider: *Consult with Director of Student of Family services, Director of Secondary Ed, and

any other Type Two behavioral violations, which may cause a major disruption to the educational environment.										Director of Elementary Ed for guidance *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan
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Type 2 Behavioral Violations – Best Practices/Other Forms of Discipline

- Parent/family contact and involvement in problem-solving
- Behavior contracts/behavior plans or charts
- School staff check-in/check-out system
- Community service or restitution
- Break system for the student (alternate location, preferred choice tasks, art, run laps, take a walk)
- Adult mentor
- Student mentor
- Educational projects (research topic related to violation, presentations, read an article)
- Restorative work with others involved
- Reflective exercises (how did behavior impact self, others)
- Frequent check-ins
- Loss of privileges
- Involve students in the solution or correction

Type 1 Behavioral Violations

- *Type 1 behavioral violations are low-intensity, minor infractions which are not intended to have classroom exclusionary consequences for any student
- *Initially, type 1 behavioral violations are intended to be resolved by the classroom teacher or supervisory staff (playground, commons area, lunch room)
- *Repeated violations of type 1 behaviors may elevate behavior to a type 2 violation
- *This list is not inclusive of all low-intensity, minor behavior infractions

Disruptive Conduct - I⁴³

“Disruptive conduct – I” refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of [district policy](#).

Dress Code⁴⁴

“Dress code” refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by district [policy](#) and [procedure](#). Dress code and grooming policies may not discriminate on the basis of a protected class under chapters [28A.640](#) or [28A.642 RCW](#), including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race,

including “protective hairstyles” such as afros, braids, locks, and twists.

Physical Contact⁴⁵

Physical contact refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of [district policy](#).

Defiance⁴⁶

Defiance refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of [district policy](#).

Disrespect⁴⁷

Disrespect refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of [district policy](#).

Academic Dishonesty/Plagiarism⁴⁸

Academic dishonesty/plagiarism refers to behavioral violations involving knowingly submitting the work of others as one’s own or assisting another student in doing so or using unauthorized sources in violation of [district policy](#).

Property Misuse⁴⁹

Property misuse refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of [district policy](#).

Inappropriate Language⁵⁰

Inappropriate language refers to behavioral violations involving non-threatening or unintentional use of inappropriate language.

Other II⁵¹

Other – I refers to behavioral violations not amounting to a Type Two behavioral violation but that cannot be categorized under any other Type One behavioral violations.

Type 1 Behavioral Violations – Best Practices/Other Forms of Discipline

- Redirection
- Speaking to expected behavior, encourage responsible behavior
- Phone call/email home
- Conference with student
- Use best practices for classroom management

“Behavioral violation” refers to a student’s behavior that violates [Mead School District’s discipline policy](#). In accordance with [WAC 392-400-110\(1\)\(a\)](#), discipline policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under [RCW 28A.600.015\(6\)](#) as well as grade-level conditions and limitations under [WAC 392-400-440\(4\)](#) and [WAC 392-400-445\(4\)](#) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under [RCW 28A.600.015\(6\)](#) as well as conditions and limitations under chapter [392-400 WAC](#) and also include recommendations for when a district’s discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension.

Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the Type One category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the Type Two category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the Type Two through Type Five categories in this matrix, in accordance

with [WAC 392-400-430\(2\)](#) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

“Firearm” refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the Gun-Free Schools Act; WAC [92-400-820\(1\)](#); [RCW 28A.600.420\(1\)](#).

“School-based threat assessment referral” refers to MSD policy and procedure 3225.

“Assault – II” refers to behavioral violations that meet the definition of an offense under [RCW 9A.36.011](#) or [RCW 9A.36.021](#)—which may include behavioral violations under [WAC 392-172A-05149\(1\)\(c\)](#) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

“Sexual assault” refers to behavioral violations that meet the definition of certain sex offenses under [RCW 9A.030\(47\)](#).

“Title IX Coordinator referral” refers to the school district personnel designated to coordinate the district’s compliance with Title IX of the Education

Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters 28A.640 RCW and 392-190 WAC.

“Illicit drug distribution” refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under [chapter 69.50 RCW](#).

⁰ “Prevention/intervention referral” refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

¹ “Possession of a weapon” refers to behavioral violations that meet the definition of an offense under [RCW 9A.1280](#).

² “Robbery” refers to behavioral violations that meet the definition of an offense under [RCW 9A.56.190](#) and [RCW 9A.56.200](#) or [RCW 9A.56.210](#).

³ “Assault of teacher” refers to behavioral violations that meet the definition of an offense directed toward a teacher under [WAC 392-400-810\(1\)](#) and [RCW 28A.600.460\(2\)](#)—which may include behavioral violations under [WAC 392-172A-05149\(1\)\(c\)](#) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

⁴ [RCW 28A.600.460\(2\)](#) provides that a student who commits an offense under that statutory provision “when the activity is directed toward the teacher, shall not be assigned to that teacher’s classroom for the duration of the student’s attendance at that school or any other school where the teacher is assigned.”

⁵ 16 “Safety – II” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under [RCW 28A.600.015\(6\)\(d\)](#) and meets the criteria for administering expulsion under [WAC 392-400-445\(2\)](#) but that does not constitute a Type Five behavioral violation under any other category.

⁶ “Assault – I” refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under [RCW 9A.36.011](#) or [RCW 9A.36.021](#).

⁷ “Fighting with major injury” refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of “substantial bodily harm” or “great bodily harm” under [RCW 9A.04.110\(4\)](#)—which may include behavioral violations under [WAC 392-172A-05149\(1\)\(c\)](#) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

⁸ “Sexual harassment” refers to behavioral violations that meet the definition of an offense under [RCW 28A.640.020\(2\)\(f\)](#) and [WAC 392-190-056](#).

⁹ “Discriminatory harassment” refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district [policy and procedure](#).

⁰ “Civil Rights Coordinator referral” refers to the school district personnel designated to be responsible for monitoring and coordinating the district’s compliance with state nondiscrimination laws under chapters [28A.640](#) and [28A.642](#) RCW, and [chapter 392-190 WAC](#).

¹ “Malicious harassment” refers to behavioral violations that meet the definition of an offense under [RCW 9A.46.020\(1\)](#).

² “Arson” refers to behavioral violations that meet the definition of an offense under [RCW 9A.48.020](#) or [RCW 9A.48.030](#).

³ “Marijuana distribution” refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under [chapter 69.50 RCW](#).

⁴ “Alcohol distribution” refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of [district policy](#).

⁵ “Gang intimidation or activity” refers to behavioral violations that meet the definition of an offense under [RCW 9A.46.120](#) or [RCW 28A.600.455](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

⁶ “Safety – I” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational

taff” under [RCW 28A.600.015\(6\)\(d\)](#) and meets the criteria for administering long-term suspension under [subsections \(a\) and \(b\)\(ii\) of WAC 392-400-440\(2\)](#) that cannot be categorized under any other Type Four behavioral violations.

7 “Bullying” refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under [RCW 28A.600.477\(5\)\(b\)\(i\)](#)—excluding Type Four behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

8 “HIB Compliance Officer referral” refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying ([HIB policies and procedures](#) in accordance with [RCW 29A.600.477](#)—which may coincide with other responses such as a school-based threat assessment referral.

9 “Fighting without major injury” refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of “substantial bodily harm” or “great bodily harm” under [RCW 9A.04.110\(4\)](#).

10 “Illicit drug possession or use” refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under [Chapter 69.50 RCW](#).

11 “Marijuana possession or use” refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under [chapter 9.50 RCW](#).

2 “Alcohol possession or use” refers to behavioral violations involving the possession or consumption of alcohol in violation of [district policy](#).

3 “Tobacco distribution” refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of [district policy](#), including violations of the [district’s policy prohibiting the use of tobacco products on school property](#) adopted in accordance with [RCW 28A.210.310](#).

4 “Theft” refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of [district policy](#).

5 “Other – III” refers to behavioral violations not amounting to a Type Four behavioral violation but that cannot be categorized under any other Type Three behavioral violations.

6 “Destruction of property” refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under [RCW 28A.635.060](#). The district **may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period**.

7 “Physical aggression” refers to behavioral violations involving a student engaging in physical contact where a **minor injury** may occur (e.g. hitting, kicking, lapping, hair pulling, scratching, etc.) in violation of [district policy](#).

8 “Tobacco possession or use” refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the [district’s policy](#) prohibiting the use of tobacco products on school property adopted in accordance with [RCW 28A.210.310](#).

9 “Failure to cooperate” refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of [district policy](#).

10 “Sexually inappropriate conduct” refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of [district policy](#).

11 “Disruptive conduct – II” refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of [district policy](#).

2 “Other – II” refers to behavioral violations not amounting to a Type Three behavioral violation but that cannot be categorized under any other Type Two behavioral violations.

3 “Disruptive conduct – I” refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of [district policy](#).

4 “Dress code” refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by [district policy and procedure](#). Dress code and grooming policies may not discriminate on the basis of a protected class under chapters [28A.640](#) or [28A.642 RCW](#), including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including “protective hairstyles” such as afros, braids, locks, and twists.

5 “Physical contact” refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of [district policy](#).

⁶ “Defiance” refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of [district policy](#).

⁷ “Disrespect” refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of [district policy](#).

⁸ “Academic dishonesty/plagiarism” refers to behavioral violations involving knowingly submitting the work of others as one’s own or assisting another student in doing so or using unauthorized sources in violation of [district policy](#).

⁹ “Property misuse” refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of [district policy](#).

¹⁰ “Inappropriate language” refers to behavioral violations involving non-threatening or unintentional use of inappropriate language.

¹¹ “Other – I” refers to behavioral violations not amounting to a Type Two behavioral violation but that cannot be categorized under any other Type One behavioral violations.

STUDENT DISCIPLINE

Introduction/Philosophy/Purpose

The Board of the Mead School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and strives to provide all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time as appropriate, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents or guardians and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, and parents or guardians, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students, district employees, and members of the community.

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;

2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students and staff with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

Development and Review

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees as appropriate to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff may develop written school procedures for administering discipline that are consistent with this policy and procedure. Each school may also:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

School handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies.

School principals will strive to ensure that teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees as appropriate to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#). This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

Distribution of Policies and Procedures

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools may provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References: 2121 - Substance Abuse Program

- 2161 - Special Education and Related Services for Eligible Students
- 3122 - Excused and Unexcused Absences
- 3210 - Nondiscrimination
- 3520 - Student Fees, Fines, or Charges
- 4210 - Regulation of Dangerous Weapons on School Premises

Legal References:

- RCW 9A.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
- RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
- Chapter 28A.225, RCW Compulsory school attendance and admission

Chapter 28A.320, RCW Provisions applicable to all districts
RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications
— Duties
RCW 28A.400.110 Principal to assure appropriate student discipline — Building
discipline standards — Classes to improve classroom management skills
Chapter 28A.600 RCW, Students
WAC 392-190-048 Access to course offerings – Student discipline
Chapter 392-400 WAC, Student Discipline
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management
Resources:

- 2021 – February Issue
- 2019 – April Policy Alert
- 2018 - August Issue
- 2016 - July Issue
- 2014 - December Issue
- 2014 - August Issue
- 2010 - June Issue

Adopted: September 10, 2018
Revised: June 27, 2022

STUDENT DISCIPLINE

Introduction

The purpose of this student discipline procedure is to implement the District's student discipline policy as adopted by the Board. These procedures are consistent with the Board's student discipline policy, as well as all applicable federal and state laws.

Definitions

For purposes of the student disciplinary policy and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student's behavior that violates the district's discipline policies.
- **“Best practices and strategies”** refers to other forms of discipline, including but not limited to other forms of discipline that the district has identified in this procedure, that school personnel should administer when appropriate to support students in meeting behavioral expectations.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC [392-400-330](#) and [392-400-335](#). Classroom exclusion does not include actions that result in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW [28A.410.270](#), which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of

the educational process, subject to the requirements in WAC [392-400-510](#) through [392-400-530](#).

- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC [392-400-430](#) through [392-400-480](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW [28A.165.035](#).
- **“Parent”** has the same meaning as in WAC [392-172A-01125](#), and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC [392-172A-05130](#). If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).

Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that strive to provide every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>.

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

Each school within the District will implement best practices and strategies consistent with this policy and procedure. In accordance with WAC [392-400-110\(1\)\(e\)](#), the District has identified a continuum of best practices and strategies (attached) that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations.

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. School personnel at each District school will review the identified best practices and strategies as well as building discipline standards as appropriate.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow this policy and procedure as well as building discipline standards.

Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, the District has developed definitions for behavioral violations (attached), which clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, expulsion, and emergency expulsion—may be administered.

The District will continue to further develop and/or revise the definitions for what constitutes behavioral violations as appropriate to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees as appropriate to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students and staff during school-related activities. In accordance with the Board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent, Assistant Superintendent, school principals, school vice-principals, as well as their designees, have general authority to administer discipline.

Exclusions from Transportation or Extra-Curricular Activities and Detention

The Superintendent authorizes school principals and school vice-principals and their designees to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 – Students in Transition: Enrollment Rights and Services.

Authorized staff may administer lunch detention for not more than the duration of a lunch period on any given day. Students with lunch detention will eat their lunch in a designated area supervised by authorized staff. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention.

Students will also be provided with an opportunity to share their perspective and explanation regarding the behavioral violation.

The district will not administer other forms of discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The district will not exclude a student from transportation services without providing access to alternative transportation the student needs to participate fully in educational services provided during suspension or expulsion.

Students and parents may challenge the administration of other forms of discipline, including exclusions from transportation or extra-curricular activities and detentions using the district's grievance procedures.

Classroom Exclusions

After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. Additionally, the district authorizes school principals and assistant principals to administer classroom exclusion with the same authority and limits of authority as classroom teachers. As stated in policy 3241, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

Unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass the involuntary removal of a student from school, including involuntarily sending a student home early or requiring a parent to keep a student at home, based on a behavioral violation. Involuntary removal of a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the required notification and due process outlined in the procedures below. However, the voluntary removal of a student from school for the day by a parent, guardian, or other appropriate individual does not constitute a suspension or expulsion.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer other forms of discipline or classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the

classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. Classroom exclusion under the behavioral violation category of "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- (b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the district's following grievance procedures.

Grievance Procedures for Classroom Exclusion and Other Forms of Discipline

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline, including discipline that excludes a student from transportation or extra-curricular activities and detention, has the right to an informal conference with the principal/designee for the purpose of resolving the grievance.

At such conference, the student will have the opportunity to share the student's perspective and explanation regarding the behavioral violation.

Student Disciplinary Board

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will strive to ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

Suspension and Expulsion – General Conditions and Limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students, employees, and members of the community as well as the preservation of an educational process that is conducive to learning. The district will

not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any discipline, including suspension and expulsion, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The district will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Suspension or expulsion under the behavioral violation category of "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC [392-400-610](#). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

The Superintendent or designee grants a petition to extend a student's expulsion under WAC [392-400-480](#); The change of setting is to protect victims under WAC [392-400-810](#); or Other law precludes the student from returning to their regular educational setting.

In-School Suspension and Short-Term Suspension – Conditions and Limitations

The Superintendent designates principals and vice-principals and their designees with the authority to administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will consider the student's

individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. The district will not administer in-school or short-term suspension in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel will ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

Long-Term Suspensions and Expulsions – Conditions and Limitations

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific behavioral violations. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW [28A.600.015](#) (6)(a) through (d), which include:

- a. Having a firearm on school property or school transportation in violation of RCW [28A.600.420](#);

- b. Any of the following offenses listed in RCW [13.04.155](#), including:
- i. any violent offense as defined in RCW [9.94A.030](#), including:
 - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - manslaughter;
 - indecent liberties committed by forcible compulsion;
 - kidnapping;
 - arson;
 - assault in the second degree;
 - assault of a child in the second degree;
 - robbery;
 - drive-by shooting; and
 - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
 - ii. any sex offense as defined in RCW [9.94A.030](#), which includes any felony violation of chapter [9A.44](#) RCW (other than failure to register as a sex offender in violation of [9A.44.132](#)), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - iii. any weapons violation of chapter [9.41](#) RCW, including having a dangerous weapon at school in violation of RCW [9.41.280](#); or
 - iv. unlawful possession or delivery, or both, of a controlled substance in violation of chapter [69.50](#) RCW.
- c. Two or more violations of the following within a three-year period
- i. criminal gang intimidation in violation of RCW [9A.46.120](#);
 - ii. gang activity on school grounds in violation of RCW [28A.600.455](#);
 - iii. willfully disobeying school administrative personnel in violation of RCW [28A.635.020](#); and
 - iv. defacing or injuring school property in violation of RCW [28A.635.060](#); and
- d. Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW [28A.600.015](#)(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion.

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC [392-400-480](#). The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

In accordance with RCW [28A.600.420](#), a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW [9A.04.110](#)) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

Except for a firearm violation under WAC [392-400-820](#), the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

Suspensions and Expulsions – Initial Hearing

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the student and parents understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

Suspensions and Expulsions – Notice

Following the initial hearing, the principal or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- a. A description of the student's behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee; and
- f. The right of the student and parent(s) to appeal the suspension or expulsion; and
- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency Expulsions – Conditions and Limitations

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's presence poses:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

The district may not impose an emergency expulsion solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency expulsion to a suspension or expulsion, the district must:

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC [392-400-430](#) through [392-400-480](#) appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.

Emergency Expulsions – Notice

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Within twenty-four (24) hours after an emergency expulsion, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

Optional Conference With Principal

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion and discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency expulsion, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting Appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-School and Short-Term Suspension Appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-Term Suspension or Expulsion and Emergency Expulsion Appeal

For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of Appeal

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten

(10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC [392-400-430](#) through [392-400-480](#) consistent with the disciplinary action to which the emergency expulsion was converted

Petition to Extend an Expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC [392-400-710](#) and before the end of the expulsion. For violations of WAC [392-400-820](#) involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

Review and Reconsideration of Extension of Expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) may be made only board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended, expelled or emergency expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subjected to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and

- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subjected to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC [392-121-107](#).

Readmission

Readmission Application Process

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parent(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement Plan

The district will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Behavior Agreements

The district authorizes school principals and assistant principals to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion

in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP). The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Exceptions for Protecting Victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Adopted: September 10, 2018

Revised: June 27, 2022

MEAD SCHOOL DISTRICT

Board Meeting of September 22, 2025

New Business

VI.F.

Agenda Item: **1st Reading Policy 2331 Adoption**
Controversial Issues -Guest Speakers

Background: The adoption of Policy 2331, Controversial Issues - Guest Speakers, is being presented for first reading, non-action, consideration. This would be a new policy for the Mead School District.

WSSDA Sample Policy 2331 was used as the template for the presented policy adoption. Items deleted from the WSSDA version are highlighted/cross out and new proposed language is red.

This policy is referenced in the revisions being proposed to Policy/Procedure 2020.

Staffing Implication: None

Recommendation: This is a first reading, non-action item.

Attachments:

- Draft Policy 2331

CONTROVERSIAL ISSUES - GUEST SPEAKERS

The district will offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program will respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice and to form, hold, and express their own opinions without personal prejudice or discrimination. The district encourages staff members to provide for the free and orderly flow and examination of ideas so that students may gain the skills to gather and arrange facts, discriminate between facts and opinion, discuss differing viewpoints, analyze problems and draw their own tentative conclusions.

Teachers will plan discussions and procedures, including the use of guest speakers to gain divergent points of view, with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of facts, the value of judgment and the virtue of respect for conflicting opinions. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students. When in doubt regarding appropriateness, the matter should be referred to the principal.

~~The superintendent~~ School principals will establish ~~procedures~~ a building-level procedure for the approval of guest speakers. When an invited speaker expresses opinions which are partisan or considered controversial by a large portion of the community, the school will provide for the presentation of opposing views.

- A. If the teacher and the principal believe the guest speaker's topic is controversial, they will develop a plan whereby the issue(s) can be presented in an objective, unbiased manner; and
- B. In the event the speaker's topic is determined to be controversial, the teacher will notify students beforehand that any student who does not wish to attend the presentation may have an alternative assignment.

MEAD SCHOOL DISTRICT

Board Meeting of September 22, 2025

New Business

VI.G.

Agenda Item: 1st Reading Policy & Procedure 4010 Revision
Learning Improvement

Background: A revision to Policy & Procedure 4010, Learning Improvement, is being presented for first reading consideration. This policy and procedure were adopted on January 27, 2003, with no revisions since that date.

In each document (attached) new proposed language is red and language to be deleted is crossed out/highlighted.

Revisions to the policy and procedure were a discussion topic at the September 8, 2025 Work Session. Feedback from that discussion has been incorporated into the presented drafts.

The primary change to both the policy and procedure is replacing the term *Council for Learning Improvement* with *Building Leadership Team*. This change updates the policy/procedure to comply with current practice.

Staffing Implication: None

Recommendation: This is a first reading, non-action item.

Attachments:

- Draft Policy 4010
- Draft Procedure 4010

COUNCIL FOR LEARNING IMPROVEMENT

Student learning is at the core of the Mead School District's mission. Because student learning is most successful in a highly supportive environment where principals, teachers, students, parents and others work closely and harmoniously together, it is essential to focus attention on collaboratively formed plans for improving student learning at each school. In developing and implementing **learning school** improvement plans (**SIPs**), school staff must work closely with parents, community members and, where appropriate, students. It is for this purpose that a **building Leadership Team Council for Learning Improvement** shall be established and maintained at each school in the Mead School District. **Building Leadership Teams Councils for Learning Improvement** are not, however, intended to replace the authority and leadership role of principals, the professional instructional judgment of teachers, or the leadership and legal functions of district administrators or the Board of Directors.

The charge of each **building Leadership Team Council for Learning Improvement** is to develop a **SIP learning improvement plan** for its school that will promote a positive impact on student learning. **Building Leadership Teams Councils for Learning Improvement** shall annually evaluate if adequate yearly progress has been made to improve student learning. Each **building team council** is also charged with adopting procedures for its operation. The **building teams councils** shall operate within the district's policies, budget parameters, contractual requirements and all other legal constraints unless specifically waived by the Board of Directors. The **building team's councils'** activities, decisions and recommendations shall be consistent with the district's Guiding Principles and learning goals.

Adopted: January 27, 2003

COUNCIL FOR LEARNING IMPROVEMENT

Council for Learning Improvement Building Leadership Team Functions

The Council for Learning Improvement building Leadership Team shall attend to the following elements in the development of a school's Learning School Improvement Plan (SIP):

- The characteristics of effective schools as identified by the Office of the Superintendent of Public Instruction
- Safe and supportive learning environments
- Educational equity factors
- Use of technology
- Parent and community involvement

In fulfillment of its duties, the Council building Leadership Team may examine school data, conduct surveys to collect additional data, establish priorities for a plan of improvement, evaluate the progress being made, and determine a method of reporting and communication with staff and the community.

Council for Learning Improvement Building Leadership Team Meetings

The Council for Learning Improvement building Leadership Team shall meet regularly each school year to develop a learning-improvement plan SIP for the school and review progress toward the plan's goals. The regular schedule of meetings shall be specified in each council's building-Leadership Team's operating procedures and will reflect no fewer than six meetings per school year. Each council team will make data-driven decisions regarding the school's improvement plan and give full consideration to the research on effective instructional practice. The council team will report submit a report annually to the Board of Directors by November 1st regarding the progress made from the previous school year and specific improvement goals for the current year. Reports shall be in written format as specified by the superintendent or associate superintendent designee.

Learning School Improvement Plan (SIP) Approval

The learning School Improvement Plan (SIP) developed by each council team shall be reviewed and approved by the building principal before being submitted to the superintendent or designee. Board of Directors. All plans must be consistent with Mead School District's annual goals. The superintendent or designee Board of Directors may either accept the improvement plan as presented or refer a plan back to a council team with recommendations for modifications.

Council for Learning Improvement Building Leadership Team Operations

Each Council for Learning Improvement building Leadership Team shall develop its own procedures to govern its operations. The procedures shall be submitted to the superintendent for review and approval. As a minimum the procedures shall:

1. Identify the membership of the team and include consider including a combination of the following: the principal, non-administrative certificated staff, classified staff, parents or members of the community served by the school, and students (at the high school level). No one of the foregoing groups shall constitute a majority of the team.
2. Provide that, whenever practicable, team members shall be elected by the group they represent, with terms rotated to provide continuity of membership.
3. Emphasize decisions by consensus when possible.

4. Provide **time** for annual self-evaluation of the work of the team. ~~as part of its report to the Board.~~
5. Identify the communication responsibilities of the team and its members for the purpose of keeping parents, staff, and community informed regarding the work of the **Learning Improvement Council building Leadership Team**.
6. Specify the schedule of meetings to be held regularly each school year.

Council for Learning Improvement Training

~~The superintendent and/or associate superintendent shall annually provide a training workshop for all new members of Learning Improvement Councils.~~

Council for Learning Improvement Building Leadership Team Accountability

The **Council for Learning Improvement building Leadership Team** shall develop self-evaluation procedures that include the following criteria:

- What are the specific results from the **student learning improvement plan School Improvement Plan** and other team activities?
- Is there evidence of improved student performance, improved school climate, or improved support for the school among parents, students and the community?
- Has the team operated within its delegated authority by focusing on plans to improve learning? Has the team avoided micro-management? Has the team avoided areas of clear administrative responsibility such as personnel matters? Has the team refrained from the professional decisions that must be made by the classroom teacher?
- Do the team's decisions reflect consideration of the need for consistency and compatibility with the goals of the Mead School District?
- When considering its options, does the team take into account general community and staff reaction and satisfaction?

~~Annually each team shall assess its own performance and include its conclusions in its report to the Board.~~

Since the **Councils for Learning Improvement building Leadership Teams** are the agents of the Mead School District Board of Directors, the Board remains accountable for their actions as per the authority granted to them. Therefore, the superintendent and the Board reserve the right to review the work of a team at any time.

Adopted: January 27, 2003

MEAD SCHOOL DISTRICT

Board Meeting of September 22, 2025

New Business

VI.H.

Agenda Item: **1st Reading Policy 5281 Revision & Procedure 5281 Suspension Disciplinary Action & Discharge**

Background: A revision to Policy 5281, Disciplinary Action & Discharge, and the suspension of Procedure 5281 are being presented for first reading, non-action, consideration. Both the policy and procedure were adopted on October 8, 2012. There have been no revisions since that date.

The presented policy revision is identical to WSSDA Sample Policy 5281. Legal counsel recommends the district adopt the WSSDA version of this policy and, at the same time, suspend the current procedure (WSSDA no longer recommends having the procedure).

For comparison purposes a copy of current Policy 5281 and current Procedure 5281 are also attached.

The presented policy revision complies with state law and current district practice.

Staffing Implication: None

Recommendation: This is a first reading, non-action item.

Attachments:

- Draft Policy 5281
- Current Policy 5281
- Current Procedure 5281

DISCIPLINARY ACTION & DISCHARGE

Grounds for Disciplinary Action or Discharge

Staff who fail to fulfill their job responsibilities or follow the reasonable directions of their administrators or who conduct themselves on or off the job in ways that affect their effectiveness on the job may be subject to disciplinary action or discharge. Behavior, conduct, or action that provides sufficient cause may warrant disciplinary action or discharge. Such behavior, conduct, or action may include but is not limited to:

- A. Incompetence;
- B. Inefficiency;
- C. Misappropriation or misuse of district property;
- D. Neglect of duty;
- E. Insubordination;
- F. Conviction/guilty plea of any crime which adversely affects the employee's ability to perform a job including any felony crime involving:
 - 1. The physical neglect of a child;
 - 2. The physical injury or death of a child;
 - 3. Sexual exploitation of a child;
 - 4. Sexual offenses;
 - 5. Promotion of a minor for prostitution purposes; or
 - 6. The sale or purchase of a minor child;[employees are required to report in writing to the superintendent any conviction or guilty plea of the above referenced crimes (and of any other crimes that are workplace related) within five days of conviction or guilty plea];
- G. Malfeasance;
- H. Misconduct;
- I. Inability to perform job functions;
- J. Willful violation of district policies and procedures, laws, or regulations;
- K. Mistreatment, abuse or assault of fellow workers, students, or members of the public;
- L. Conflict of interest;
- M. Abuse of leave;
- N. Unlawful harassment, verbal abuse, physical abuse or sexual misconduct toward staff, students, or members of the public;
- O. Manufacture, possession, distribution, sale or being under the influence of alcohol, controlled, illegal, addictive or harmful substances including anabolic steroids;
- P. Conduct (whether on the job or off the job) that has a substantial negative impact on performance;
- Q. Mental or physical inability to perform the essential job duties;
- R. Intemperance;

- S. Intentional discrimination or harassment;
- T. Vulgar speech or actions;
- U. Use of habit forming drugs without pharmaceutical prescription by a doctor of medicine licensed to practice in the state of Washington;
- V. Use of alcoholic beverages on district premises or at a district sponsored activity off the district premises;
- W. Use of district supplies and equipment for personal betterment or financial gain or other improper purposes;
- X. Falsification or omission of material information from district records or any report or statement required of or submitted by the employee. This includes, but is not limited to, providing false information to the district (i.e., timesheets, application materials, during formal investigations);
- Y. Engage in the obstruction of justice, which includes witness intimidation, retaliation, destruction of evidence, or engaging in conduct to compromise an investigation or inquiry of misconduct; or
- Z. Engage in any other conduct that lacks educational value/legitimate professional purpose and harms students.

In the event that allegations or charges are made against a staff member for misconduct with minors, the superintendent may contact the Child Protective Services central registry for evidence regarding whether the staff member is an adjudicated or admitted perpetrator of child abuse or neglect. Appropriate reports will also be made to law enforcement, the Office of the Superintendent of Public Instruction, and the student's parents or guardians, as required by law.

Nondisciplinary Dismissal

Nonrepresented classified employees and certificated administrators may be subject to nondisciplinary dismissal for behaviors such as, but not limited to, refusal to provide proof of vaccination or refusal to obtain a medical or religious accommodation. The option to use nondisciplinary dismissal does not obligate the district to do so or in any way limit or prevent the district from pursuing other responses as determined by the superintendent or designee.

Abuse and Sexual Misconduct

The district will not enter into any contract that is contrary to law to suppress information about verbal or physical abuse or sexual misconduct by a present or former employee and will comply with all legal requirements regarding such misconduct.

The district, or an individual acting on behalf of the district, shall not provide a recommendation of employment for a current or former employee, contractor, or agent that the district or individual acting on behalf of district knows or has probable cause to believe has engaged in sexual misconduct with a student or minor in violation of the law. District/school employees, contractors, and agents are also prohibited from providing a recommendation of employment to a current or former employee, contractor, or agent that the employees, contractors, or agents know or has probable cause to believe engaged in sexual misconduct with a student or minor in violation of the law. This does not prohibit the routine transmission of administrative or personnel files, but does prohibit doing more than that to help the current or former employee obtain new employment.

Suspension of Staff

The superintendent/designee is authorized to suspend a staff member immediately as deemed appropriate.

Cross References: 5240 - Evaluation of Staff

Legal References:

RCW 28A.400.300 Hiring and discharge of employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers

RCW 28A.400.320 Crimes against children — Mandatory termination of classified employees — Appeal — Recovery of salary or compensation by district

RCW 28A.400.340 Notice of discharge to contain notice of right to appeal if available

RCW 28A.405.300 Adverse change in contract status of certificated employee — Determination of probable cause — Notice — Opportunity for hearing

RCW 28A.405.310 Adverse change in contract status of certificated employee, including non-renewal of contract — Hearings — Procedure

RCW 28A.405.470 Crimes against children — Mandatory termination of certificated employees — Appeal — Recovery of salary or compensation by district

RCW 28A.410.090 Revocation or suspension of certificate or permit to teach — Criminal basis — Complaints — Investigation — Process

RCW 49.44.200 Personal social networking accounts — Restrictions on employer access - Definitions

Chapter 181-86 RCW Policies and procedures for administration of certification proceedings

WAC 181-87 Acts of Unprofessional Conduct

Management Resources:

2019 - March 2019 - March Policy Issue

2015 - December Issue

2014 - December Issue

2004 - October Issue

Adopted: October 8, 2012



DISCIPLINARY ACTION & DISCHARGE

It is the duty and the responsibility of every employee to be aware of and abide by existing district policies, rules and regulations.

Employees who fail to fulfill their job responsibilities; fail to follow the reasonable directions of their administrators and/or program directors; fail to follow district policies and procedures; conduct themselves on or off the job in ways that significantly affect their effectiveness on the job; or in such other ways that the law determines to be sufficient cause shall be subject to discipline.

Discipline shall be reasonably appropriate to the circumstances but may include suspension or discharge. Degrees of discipline are generally progressive and are used to ensure that the employee has the opportunity to correct his or her performance. The district reserves the right to combine or skip steps of the disciplinary process after investigation and analysis of the total situation, past practice, the circumstances surrounding the issue and the nature of the offense. Factors to be considered are:

- Whether the offense is repeated despite previous coaching, counseling and/or training
- How many different offenses are involved
- The seriousness of the offense
- The time interval since the last offense
- Previous work history of the employee
- The impact the conduct and performance issues have on the district

In the event that allegations or charges are made against an employee for misconduct with minors, the superintendent or designee may contact the child protective services central registry for evidence regarding the employee as an adjudicated or admitted perpetrator of child abuse or neglect.

When allegations are made against an employee of sexual abuse, verbal abuse or physical abuse the district shall investigate the allegations and proceed in a manner as prescribed by state and federal law.

Discharge or other adverse action affecting the contract status of certificated staff shall be instituted by the superintendent or designee in the manner prescribed by law.

The district shall not enter into any contract to suppress information about verbal or physical abuse or sexual misconduct by a present or former employee. Neither shall the district expunge such information from the employee's file.

In cases where the misconduct involves violations of the state professional code of conduct for certificated staff, the superintendent or designee shall file a report with the Office of Professional Practice in the state superintendent's office. When the district or superintendent/designee discharges, fails to renew the contract or permits a certificated employee to resign, the superintendent or designee shall notify the Office of Professional Practice of such termination of employment.

Legal References:

RCW 28A.400.300 Hiring and discharge of employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers

RCW 28A.400.340 Notice of discharge to contain notice of right to appeal if available

RCW 28A.405.300 Adverse change in contract status of certificated employee — Determination of probable cause — Notice — Opportunity for hearing

RCW 28A.405.310 Adverse change in contract status of certificated employee, including non-renewal of contract — Hearings — Procedure

RCW 28A.405.470 Crimes against children — Mandatory termination of certificated employees — Appeal — Recovery of salary or compensation by district

RCW 28A.410.090 Revocation or suspension of certificate or permit to teach — Criminal basis — Complaints — Investigation — Process

RCW 49.44.200 Personal social networking accounts — Restrictions on employer access - Definitions

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Disciplinary Action and Discharge

A. Reasons for Disciplinary Action

Behavior, conduct or actions which may institute disciplinary action or discharge may include, but are not limited to:

1. Insubordination
2. Incompetence
3. Inefficiency
4. Misappropriation or misuse of district property
5. Neglect of duty
6. Conviction of any crime which adversely affects an employee's ability to perform a job including the submission of a guilty plea or conviction of any felony crime involving:
 - a. The physical neglect of a child
 - b. The physical injury or death of a child
 - c. Sexual exploitation of a child
 - d. Sexual offenses
 - e. Promotion of a minor for prostitution purposes
 - f. The sale or purchase of a minor child
7. Unprofessional conduct
8. Gross misconduct
9. Inability to perform job functions
10. Violation of district policies and procedures
11. Mistreatment or abuse of fellow workers, students, or members of the public
12. Intentional discrimination
13. Conflict of interest
14. Unauthorized "leave without pay"
15. Sexual harassment, verbal abuse, physical abuse or sexual misconduct
16. Use of illegal, controlled or addictive substances or alcoholic beverages on school or district premises or at a school-sponsored activity off the premises
17. Manufacture, possession, distribution, sale or being under the influence of alcohol or controlled, illegal, addictive or harmful substances including anabolic steroids

B. Types of Disciplinary Action

Depending upon the nature of the work performance problem or conduct, any one or more of the following actions may be taken by the appropriate supervisor:

1. Oral Warning/Reprimand

An oral reprimand may be given to an employee whenever such action is deemed appropriate. A record of this action may be kept in the employee's personnel file.

2. Written Warning/Reprimand

An employee may be given a written reprimand when previous oral warning/s has not resulted in the expected improvement or when more severe initial action is deemed warranted. A copy of such reprimand will be placed in the employee's personnel file.

3. Suspension

An employee may be suspended from duty without pay by his/her supervisor for any of the reasons set forth in these procedures. An employee may be temporarily suspended from duty with pay, if circumstances warrant, with the prior approval of the superintendent or designee.

An employee will receive written notice of such suspension and will be advised of the right to request a pre-termination meeting within five (5) working days following such notice. At the pre-termination meeting, the superintendent or designee will provide notice of charges against the classified employee, an explanation of the evidence that has been collected, and the opportunity for the employee to clarify or refute the charges. Following this meeting, the superintendent or designee will advise the employee of the right to a hearing with the board prior to any formal action that may be taken by the board.

4. Demotion

An employee may be demoted for any of the reasons set forth in these procedures. The employee will be given written notice including specific reasons for such demotion at least two (2) calendar weeks prior to the effective date of the proposed action. This action requires the prior approval of the superintendent or designee.

5. Discharge/Termination

Discharge action may be taken by the board based upon the recommendation of the superintendent or designee. The employee will have an opportunity to meet with the board prior to such action.

A classified employee who has contact with children, or a certificated employee will be terminated immediately for a guilty plea or conviction of any felony crime against children as cited above in (A)(6). Such employee will have the right of appeal. The school district is entitled to recover from the employee any salary or other compensation that may have been paid to the employee for the period between such time as the employee was placed on administrative leave, based upon criminal charges that the employee committed the felony crime, and the time termination becomes final.

When the superintendent or designee determines that there are sufficient grounds to suspend and/or discharge a certificated employee, the employee will receive written

notification, which specifies the probable cause for such action. The notice will contain notice of the employee's appeal rights, if any, and notice of the appeal process. The employee may submit within 10 days of such notification a written request (RCW 28A.405.310) for a hearing to determine whether or not there is sufficient cause for discharge.

Employees who do not request a hearing will be adversely affected as specified in the written notice.

Adopted: October 8, 2012